

URBAN/MUNICIPAL

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1996

AGENDA
OF THE
SPECIAL EDUCATION
ADVISORY COMMITTEE

JAN. 17, 1996

URBAN/MUNICIPAL
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1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1996 01 08

URBAN MUNICIPAL

JAN 15 1996

GOVERNMENT DOCUMENTS

TO THE MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mr. Bucsis; Trustees Bishop, Patenaude, Rogers and Stewart; Mesdames Barnes, Barr, Bramberger, Burns, Kappheim, Kerr Jaskiewicz, Oommen, Savelli and Simms-Obidi; Miss Dalziel; Messrs. Shields and Verticchio; Dr. Van der Spuy)

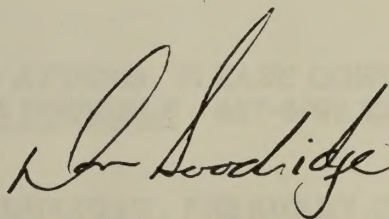
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1996 01 17 at 19:00 hours in the Lower Auditorium at the Education Centre.

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

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Attachment
Notice to all Trustees and Representatives

Location: Lower Auditorium

7:00 - 7:10 p.m.	Remarks	- Chairman - Project Team Leader - Special Education - Superintendent - Budget Update
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7:10 - 7:55 p.m.	Proposal for the Evaluation of Special Education Programs	Dr. Bountrogianni
	- Pages 1 to 8	
7:55 - 8:05 p.m.	BREAK	
8:05 - 8:25 p.m.	Organizational Updates	Members
8:25 - 8:35 p.m.	Revised Recommendations	
	- Pages 9 and 10	
	Integration/Accommodation Sub-Committee	
8:35 - 9:00 p.m.	Verbal Report regarding Reallocation of Educational Assistants	

NEXT MEETING: WEDNESDAY, FEBRUARY 21

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1995-1996

Chairman of S.E.A.C.
Bucsis, David

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Rogers, Canon Joseph
Stewart, Robert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Simms-Obidi, Theresa
Autism Ontario
Ham-Went. Chapter
H: 545-9643

Barnes, Sandy
Canadian National Institute
for the Blind
H: 574-4147

Savelli, Arlene
Children & Adults with
Attention Deficit Disorders
H: 574-0306

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Shields, Bryan
Hamilton Association for
Community Living
B: 528-0281
H: 385-1485

Burns, Linda
Hamilton Council for Home
and School Associations
H: 547-2063

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-4188

Dalziel, Nalda
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Bucsis, David
Learning Disabilities
Association, H-W Chapt.
B: 546-3866

ADDITIONAL MEMBERS OF S.E.A.C.:

Verticchio, Dominic
H-W Children's
Aid Society
B: 522-1121 Ext 294

Barr, Deborah
H-W Communication
Collective

Bramberger, Sue
H-W Home Care
Program
B: 523-8600

Van der Spuy, Dr. H.
Ontario Psychological
Association
B: 521-2100 Ext. 7299

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 2502

Tomlinson, Dr. Janice
Project Team Leader -
Special Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Collins, Eileen
Ham Principals' Assoc

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 2274 / 2273

Ham Sec Sch Princ Council

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Le Conseil de l'éducation de la ville de Hamilton

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Program Department

Département de programmes

1996 January 16

TO: Chairman and Members
 Program Committee

FROM: E. G. Bond, Superintendent of Program

RE: **PROPOSAL FOR THE EVALUATION OF
 SPECIAL EDUCATION PROGRAMS**

REPORT: INFORMATION/DECISION

Background:

During the Summer and Fall of 1995, members of the Psychological Services Department developed a proposal for the evaluation of Special Education programs.

The data source for the current project was the incorporation of the Psychological Services' Database, the Special Education Student Information System, and the Assessment and Accounting Departments of The Hamilton Board of Education.

Psychoeducational Consultant Joseph Trovato, under the supervision of the Chief Psychologist, Dr. Marie Bountrogianni, was responsible for compiling, analyzing and interpreting the data.

Issue:

The increase in the need for Special Education services in the last five years has prompted efforts in the field of education to examine reasons for and to predict outcomes of Special Education support. In view of the changing economic circumstance and the costs of Special Education, this proposal was developed to examine the effectiveness of Special Education programs.

Recommendation:

That the *Proposal for the Evaluation of Special Education Programs* (Appendix II) be approved and that a progress report be brought back to the Program Committee in January, 1997.

Rationale:

Appendix I Relevant Background Information
 Appendix II Proposal for the Evaluation of Special Education Programs

/kja
 Attachment

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THE UNIVERSITY OF CHICAGO
THE DIVISION OF THE PHYSICAL SCIENCES

TO THE
FACULTY OF THE
DIVISION OF THE PHYSICAL SCIENCES
CHICAGO, ILLINOIS

1957-1958
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1959-1960

THE UNIVERSITY OF CHICAGO
THE DIVISION OF THE PHYSICAL SCIENCES
CHICAGO, ILLINOIS

TO THE
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DIVISION OF THE PHYSICAL SCIENCES
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1957-1958
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The University of Chicago
The Division of the Physical Sciences
Chicago, Illinois

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APPENDIX 1

RELEVANT BACKGROUND INFORMATION

TABLE 1

Statistical Trends in the Proportion of Exceptional Students
The Hamilton Board of Education (1990/1991 - 1994/1995)

	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995
Total Students	39,949	39,054	38,559	39,109	40,800
Total Exceptional	3,291	3,381	3,446	3,474	3,574
% of Total Students	8.24	8.65	8.94	8.89	8.76

- According to The Ministry of Education and Training data, 8.0% of Ontario children in publicly funded elementary and secondary schools were identified as exceptional.
- It is estimated, on the basis of assessment and financial accounting data made available by the Assessment and Accounting Departments of The Hamilton Board of Education (HBOE) for the 1994/1995 school year, that the cost of educating a regular class elementary school student was approximately \$5,300.00 for the school year. To educate an exceptional student in that same environment, the costs increased to approximately \$8,500.00. Significantly higher costs are incurred when the more complex needs of exceptional students are addressed in self-contained Special Education classes. The average annual cost of educating an exceptional student in a self-contained environment is approximately \$15,000.00 (the range varies from \$33,000.00 for an autistic student to \$9,800.00 for a GLD student).
- During the period from 1989/1990 to 1993/1994, the Ministry of Education and Training reported a small but steady movement away from self-contained Special Education classes towards integration of Special Education students into regular classes. The Ministry reported about a 1% increase in the integration of exceptional students each year for that period. By 1993/1994, the last year of study, the Ministry had identified that 60% of exceptional pupils at the elementary level were in regular classes.

TABLE 2, however, highlights a five-year trend within The Hamilton Board of Education that deviates from this overall provincial trend:

TABLE 2

Statistical Trends in Integration of Exceptional Students
The Hamilton Board of Education (1990/1991 - 1993/1994)

	1990/1991	1991/1992	1992/1993	1993/1994
Total Exceptional	3,291	3,381	3,446	3,474
Total Regular Class	569	541	560	459
% of Total Exceptional	30	30	30	25
Ontario %	57	58	59	60

- TABLE 2 indicates that the proportion of exceptional students in The Hamilton Board of Education who were in regular programs within a similar time frame as reported in the Ontario report, was significantly less than the Ontario norm. While the Ontario report showed a steady increase in integration of about 1% annually up to the 1993/1994 school year, the trend in Hamilton for the same period, was to remain stable at 30% and then in the last year, to decline by about 5% to an overall 25% level.
- TABLE 3 illustrates, according to exceptionality, the percentage of students integrated into elementary school regular classes in both the Hamilton Board of Education and across Ontario over a five-year time frame:

TABLE 3

Percentage of Students Integrated into Regular Classes
Selected Exceptionalities: Elementary Level
Hamilton Compared to Ontario Over a Five-Year Period

EXCEPTIONALITY	HAMILTON BOARD		ONTARIO	
	1990/1991	1994/1995	1989/1990	1993/1994
Specific Learning Disability	44.0	39.0	68.0	71.0
Gifted	26.0	32.0	70.0	66.0
Intellectually Disabled-GLD	14.0	18.0	32.0	41.0
-TR	3.0	4.0	7.0	14.0
Behavioural	9.0	17.0	33.0	38.0
Speech and Language Impaired	21.0	21.0	65.0	65.0
Multiple	33.0	24.0	30.0	36.0
Autistic	15.0	46.0	Not Available	
Hard of Hearing	17.0	6.0	Not Available	
Visually Impaired	100.0	100.0	Not Available	
Orthopedic	42.0	48.0	Not Available	

- Of the 170,000 Ontario children who were identified as exceptional in 1993/1994, 48% were identified as having a Specific Learning Disability (SLD), 19% were Gifted (IG), 12% were Intellectually Disabled (GLD/TR), 8% were Behavioural (BE), 6% were Speech and Language Impaired (CS), 3% were Multiple Exceptionality (MU), and 1% were Autistic (CA).
- Within the Hamilton Board of Education, the following trend was noted in the five-year span from 1990/1991 to 1994/1995:

TABLE 4

Statistical Trends in the Proportion of Selected Exceptionalities
The Hamilton Board of Education (1990/1991 - 1994/1995)

EXCEPTIONALITY	YEAR OF STUDY				
	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995
Autistic	0.4	0.5	0.6	0.6	0.9
Hard of Hearing	0.5	0.5	0.5	0.6	0.6
SLD	43.3	45.2	45.7	47.0	48.4
Speech and Language	4.8	4.9	5.4	5.8	6.2
Total Communication:	49.0	51.1	52.2	54.0	56.1
GLD	20.4	17.5	15.5	14.6	13.3
TR	4.4	4.4	3.8	3.2	3.4
Gifted	18.9	19.6	21.0	21.0	21.5
Total Intellectual:	43.7	41.5	40.3	38.5	38.2
Physical/Orthopedic	1.3	1.1	1.3	1.3	1.3
Physical/Visual	0.2	0.2	0.2	0.2	0.3
Total Physical:	1.5	1.3	1.5	1.5	1.6
Behavioural	3.4	3.5	3.6	3.7	4.0
Multiple	2.2	2.5	2.4	2.2	2.1

- TABLE 5 shows a comparison between Hamilton's distribution of exceptional students for 1993/1994 and those of the province. The actual distribution of exceptional students as a proportion of the total population of exceptional students is similar, except that the Hamilton figures indicate more intellectually disabled (GLD and TR) and fewer behaviourally exceptional students as compared to the Ontario distribution. In all, Hamilton seemed to be generally following the Ontario trend for 1993/1994.

TABLE 5

Statistical Trends in the Proportion of Selected Exceptionalities in
The Hamilton Board of Education Compared to Ontario (1993/1994)

EXCEPTIONALITY	HAMILTON BOARD	ONTARIO
Specific Learning Disability	47.0	48.0
Gifted	21.0	19.9
Intellectually Disabled	17.8	12.0
Behavioural	3.7	8.0
Speech and Language Impaired	5.8	6.0
Multiple Exceptionalities	2.2	3.0
Autistic	0.6	1.0
Hard of Hearing	0.6	1.0
Visually Impaired	0.2	1.0
Orthopedic	1.3	1.0

PROPOSED FUTURE DIRECTION:

- Given the increase in the need for Special Education services during the last several years, in conjunction with the associated increases in costs, the match or mismatch of needs and available services and resources has become a topic of considerable discussion in the field of education. Interestingly, despite this debate, very little has been documented in the literature about the intellectual, academic and behavioural characteristics of students who receive this increasingly costly Special Education support. While it is true that available research has demonstrated consistently that such students display characteristic profiles of difficulty in a general sense, there is very little in the way of hard data documenting the specificity of these characteristics.
- Over the last five years, however, Psychological Services in collaboration with the Special Education Department, has endeavoured to obtain relevant data. These data have been helpful in clarifying the type of student most in need of Special Education support. Mounting evidence suggests further that these data have been quite helpful in matching these students with available services and resources.
- More specifically, research over the last five years in the Hamilton Board of Education by Psychological Services has documented that the Identification, Placement and Review Committee (I.P.&R.C.) process has been effective in identifying the various exceptionalities on the basis of very discrete and discriminating intellectual, academic and behaviour characteristics. There is also an accumulating body of evidence that the I.P.&R.C. process has been consistent in deciding placements and/or programs on the basis of the specificity of these characteristics.
- However, despite this efficiency and consistency, there is still the question of whether the process of identification, as efficient as it may be, and the process of placement, as consistent as it may be, are effective in the sense of meeting the specific needs for which the student was initially identified and placed. This is the first and foremost consideration.

- The second consideration is one of cost effectiveness. The cost of educating the "average" exceptional student in a self-contained class is almost double that of educating that same student in a regular classroom program. **The question then becomes whether there is any significant difference in the progress of a student placed in a self-contained classroom as opposed to a student placed in a regular classroom program**, bearing in mind that there has to be some controlling for the relative start points or level of severity of the condition for which self-contained and/or regular class placement recommendations were made.
- Another equally important consideration is one of **social cost, the cost of moving a student into a self-contained program away from peers and supportive friends**. This is the ongoing cost to self-esteem, personal self-concept and academic progress, all having been documented in the educational as well as psychological literature as critical to the overall outlook of a student relative to projected success.
- Finally, there is the consideration of the need for an effective and consistent structure to document the specific criteria for returning a student who has been identified exceptional for self-contained placement back into the regular class environment, as clearly as is the case for the specific characteristics that stimulated the move to a Special Education placement initially. This would include not only addressing the needs of the individual student, but also the needs of the regular program educator, as well as the student's peers and parents.
- With this in mind, the key questions for the future would therefore have to be:
 - (a) Are the Special Education programs effective?
 - (b) Are students in Special Education classes progressing at rates better than Special Education students placed in regular classes?
 - (c) Are students successfully transferring out of Special Education classes into regular classroom programs?
 - (d) How prepared are the regular classroom environments for successful reintegration of students who have been in Special Education placements?

APPENDIX II

PROPOSAL FOR THE EVALUATION OF SPECIAL EDUCATION PROGRAMS

1. On the basis of data generated by Psychological Services in 1991, there was very little movement in terms of Special Education identification and placement. At that time, Psychological Services found that the designation of exceptionality, whether from one exceptionality to another or whether it was from exceptional to non-exceptional, was seen to change in less than 1% of cases. In terms of placement, there was change from self-contained to regular class or from regular class to self-contained in only 9% of cases. The stability of the data relative to the percentage of students in regular classroom programs already reviewed in this paper would also seem to be further evidence of the very little movement in our Special Education system. Further investigation will hopefully clarify the movement that has been seen is in the direction of more self-contained education, contrary to the norm for the province.

Proposed Evaluation Component:

It is proposed that these data be reviewed and updated to the current school year to determine if this trend of little movement has indeed continued since our 1991 review.

2. One would assume that if students are appropriately and consistently identified and placed in programs based on the specificity of their intellectual, academic and behavioural characteristics and that our Special Education programs are effectively designed to impact on these characteristics in a significantly positive way, then one would further assume that there might be significant progress relative to the specific characteristics. Therefore, if BE students are identified and placed on the basis of their delayed behavioural characteristics, then there should be significantly positive growth in these characteristics. Similarly, if an SLD student is identified and placed on the basis of delayed academic skills, then there should be significantly positive growth in academic skills.

Proposed Evaluation Component:

It is proposed that the differences in profiles be measured on the basis of test/retest data available in the Psychological Services' database. A first run on this database indicates that there are approximately 36 test/retest cases for a non-exceptional group, 44 for a BE group, 341 for an SLD group, 64 for a GLD and 53 for Speech and Language.

It is proposed that comparisons of the non-exceptional group to the exceptional group and comparisons of the relative progress of the self-contained exceptional group to the regular class exceptional group between and within each category of exceptionality be made.

3. In terms of the specific criteria for integration into regular classrooms, this would include the needs of the accepting regular class educator, peers and parents. It would be interesting to know what the flow is between self-contained to regular class and regular class back to self-contained (a recidivism rate, if you will). A specific analysis of these situations may help clarify any critical components such as training for regular educators, awareness and training for parents and receiving peers and/or special services support systems that may be absent but necessary for successful reintegration.

Proposed Evaluation Component:

It is proposed that the recidivism rate for exceptional students be examined and reasons explored for exceptional students not remaining in the regular stream, thereby identifying any shortfalls in service to exceptional as well as regular stream students.

4. The last component that needs to be evaluated on an ongoing basis relates to whether there are differences for each group of exceptional students on the basis of outcomes in secondary school.

Proposed Evaluation Component:

It is proposed that secondary school outcomes for exceptional students as compared to regular class students and the differences between each of the various exceptionalities and between regular and self-contained placements continue to be examined.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

TO: The Chairman and Members
Operations and Finance Committee

RE: The Report of the Integration/Accommodation Sub-Committee
(referred back to SEAC at the October, 1995 meeting for revision)

FOR: Information and Decision

BACKGROUND:

SEAC has always worked to collaborate with the Board and values its relationship with trustees and Board officials. It takes its responsibilities seriously regarding any matter pertaining to special education. SEAC is aware of the current fiscal limitations facing the Board. This report is respectfully submitted as our best collective thinking around issues on accessibility, reflecting the diverse community groups represented on SEAC.

Accessibility has been a long standing concern to SEAC because there appears to have been a lack of long term planning around this issue. Any funds available for upgrading schools' accessibility appears to have been used in a random manner, rather than planning around anticipated student needs and needs within a family of schools.

A report regarding accessibility was approved by the Board in 1987 which is now outdated. Many of its recommendations have not been implemented.

Since the 1987 report, the current legislation concerning the accommodation of persons with disabilities has led to expectations that all public buildings will be accessible. SEAC knows that this cannot be a reality for all of Hamilton's schools. It is also aware that retro-fitting of schools is always more expensive than proper planning from the start of any new building or major renovation. SEAC acknowledges the strong community expectations that children will be educated in their community school.

SEAC knows that the cost of transportation of special education students is very costly as they use expensive vans and taxis. About 60% of all the students who are transported are special education students. If they could be placed in their home schools there would be savings to the Board. However, to achieve this, planning is needed for the future needs of students to make buildings accessible.

SEAC is not requesting that all schools be upgraded systematically, as it recognizes that this is not possible for some older schools. However, when renovations or new buildings are being considered, the best possible use of existing expertise within the community should be used to achieve the greatest amount of accessible features using available financial resources.

Time lines have not been suggested in the report because of fiscal uncertainties.

ISSUES:

To improve trustees' understanding of the need to plan for accessibility for students with disabilities.

To seek trustee approval for recommendations to improve planning for students with disabilities.

RECOMMENDATIONS:

- i) That accessibility be given consideration in all renovations and building projects, and that appropriate stakeholders be included in the planning process.
- ii) That the Accessibility Report be updated, to include current information regarding school accessibility and a map indicating families of schools (i.e. feeder and receiving schools)
- iii) That the Plant Department, in consultation with appropriate Board personnel and organizations represented on SEAC, examine the Barrier Free Design Guidelines of the City of Hamilton when planning future renovations and building projects.
- iv) That, where a student requires special accommodation, the planning process include consultation between the principal, parent, student and other appropriate personnel.
- v) That evacuation and fire safety Operating Procedures be reviewed regularly to include specific evacuation procedures for individual students with disabilities.
- vi) That the need for specific evacuation procedures for individual students with disabilities be included on the Student Information System database.
- vii) That the Student Information System be programmed to gather appropriate data to assist in the transition between schools of students with special physical needs.

RATIONALE

The recommendations were developed on the assumptions that to develop the best solutions for accommodating students with physical disabilities, there should be excellent advanced planning and communication both within the organization and among educators, parents and other support workers.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
1995 12 20

Present: Mr. D. Bucsis (Chairman); Trustees Bishop and Patenaude; Mesdames Burns, Bramberger, Kappheim, Kerr Jaskiewicz and Oommen; and Mr. Shields.

Not Present: Trustees Rogers and Stewart; Mesdames Barnes, Barr and Dalziel; Mr. Verticchio and Drs. Newberry and Van der Spuy

Also Present: E. Collins, Hamilton Principals' Association
P. Hutchinson, Hamilton Teachers' Federation

Officials Present: E. Bond, Superintendent of Program Services
J. Tomlinson, Program Leader - Special Education

Miss Bond called the meeting to order and requested nominations for Chairman.

Moved by Ms. Kerr Jaskiewicz:

That David Bucsis be nominated Chairman of the Special Education Advisory Committee for the year ending 1996 11 30. **Carried.**

Mr. Bucsis assumed the Chair and noted regrets for not being able to attend had been received from Trustee Rogers, Mesdames Barr and Dalziel and Mr. Verticchio.

Moved by Mr. Shields:

That the minutes of minutes 1995 10 18 meeting be approved.

Carried.

Superintendent's Remarks:

Miss Bond forewarned members about the upcoming fiscal challenges facing the Board. Noting budget deliberations were starting in January and changes were inevitable, she stressed the importance of continued cooperation and sharing of information. [Budget Update will be added to SEAC agendas for next several months]

GENERAL

Presentation: Transition Years Behavioural Resource Team

Miss Bond welcomed Vince Martorelli, one of the members of the recently-established pilot Transition Years Behavioural Resource Team. Mr. Martorelli outlined the role of the Team - to effect behavioural change by identifying and suggesting strategies with students, teachers and parents, either on an individual/small group basis or school-wide basis. [see attached copies of overheads]

Aware the Team's primary focus was middle school students, Mr. Shields voiced concern that cutbacks in funding by the Ministry of Community and Social Services will impact negatively on younger students who require early behavior intervention. It was noted that schools have initiated Social Skills programs under the Safe Schools Policy and that there are several peer mediation groups in primary grades.

Mr. Martorelli understood and acknowledged Mr. Shield's concerns. He pointed out, however, that the Team was focused where there was the greatest need. Dr. Tomlinson offered that Joe Trovato was also working with identified high-needs Behavioural students.

Mrs. Oommen wondered whether the Committee would contemplate a recommendation strongly supporting early intervention. The Chairman suggested such a motion be brought to the next meeting.

Mr. Bucsis thanked Mr. Martorelli for his presentation.

It was agreed:

That the presentation on Transition Years Behavioural Resource Team be received for information.

Organizational Updates

The following Associations provided an update:

■Ms. Collins of the Hamilton Principals' Association commented on the new allocation of Educational Assistants based on staffing formula and on needs population.

■Ms. Kerr Jaskiewicz of the Hamilton and District Easter Seals Parent Delegate Group raised a concern relative to a recent fire alert at Sherwood Secondary School. Her concerns focused on the placement of some wheelchair students in the cafeteria - an area from which they would have to be carried out. Dr. Tomlinson to look into this situation.

■Mrs. Bishop

a) circulated an article from the Canadian Education Association re standard eye testing and special education students. She also drew attention to three reports which were recently presented to Board: Comprehensive Classes - Elementary/Secondary Classroom Populations - Suspension Report. [Copies can be requested by calling the Minute Room]

b) Relative to budget, she briefly explained the anticipated deficit of \$12 million and the impact of reduced provincial grants and local assessment. One area under review is the \$5 million budget for transportation. In addition to the obvious implications reduction would mean to Special Education students, Mrs. Bishop anticipated that this will also encourage more placement of students in their neighbourhood school.

Comments made regarding public transportation included:

.increased use of public transit by special education students as this was a skill they would use as an adult

.responsibility of parents to teach bus skills to their children at an appropriate age.

.suggestion only reasonable if the students do not have to cross the city to access their program

.a more inclusive approach would be walking to neighbourhood school.

.reduced transportation costs could equate to more money for Educational Assistants.

c) In response to her query regarding the new formula for Educational Assistants, Dr. Tomlinson said that a presentation would be made at the January meeting.

■Ms. Simms-Obidi reported that Autism Ontario has asked to convey its concern about the Educational Assistant allocation formula which appears to be based on a collective agreement rather than students' needs. While she understood that cutbacks result in creative ways of using resources, Ms. Simms-Obidi was very disappointed in the lack of information available to parents affected by these changes and the fact that SEAC was not involved in this process. She asked that a report on this issue contain an explanation about the shift in philosophy, rationale for process, the formula and options available to parents.

Noting principals had initially raised the issue of Educational Assistants' allocation with the Superintendents of Schools, Miss Bond stated her understanding that a committee had met to consider allocation while addressing high needs students first. A weighting formula was developed and a pilot put in place until June. A chart designating the adult to student ratio in self-contained placements was provided. [see attached] Dr. Tomlinson briefly explained the rationale of the weighting formula noting that Educational Assistants are allocated to schools as a staff member and the principal decides where student's needs are best met. Miss Bond apologized that the Superintendents had not involved SEAC representatives.

Mrs. Bishop asked that the Superintendents of Schools be made aware of SEAC's concern about not being involved and the loss of communications.

Ms. Collins explained that principals were given the opportunity to request additional staff over and above the weighting formula. She also observed that part of the difficulty in making these changes arose from union timelines and the over-budget situation. Overall, she considered the result to be fair and hoped that the pilot would be reviewed.

At this point in the discussion, Mr. Bucsis asked for and received permission to move to the Integration/Accommodation Sub-Committee recommendations.

Integration/Accommodation Sub-Committee Recommendations

(Original recommendations referred back at 1995 10 10 Operations and Finance Committee)

Mrs. Oommen provided a brief explanation of the two documents containing revised recommendations - one developed by Dr. Tomlinson and Miss Bond - and the other by herself and Mrs. Bishop.

In discussing the two formats, members indicated their preference for a compilation of both reports to incorporate the following:

- preamble and rationale contained in the report on pages 2 and 3
- recommendations on page 4 with clause iii) amended to read:

That the Plant Department, in consultation with appropriate Board personnel and organizations represented on SEAC, examine the.....

- the report format would indicate it was for "information and decision"

Mr. Shields commented on his concern that the referral of the initial report compromised the right of SEAC to continue to make recommendations "for approval" to the Board. Ms. Hutchinson remarked her understanding that the referral resulted from the wording of the recommendations rather than a challenge to SEAC's right to make recommendations.

Members urged the "new" report be placed on the January agenda and be vetted through the Chairman of the Board as a member of the Committee prior to resubmission to the Board.

Moved Ms. Kappheim:

That the amended report be deferred to the January meeting.

Carried.

Organizational Updates - Continuation:

Miss Bond noted that any input into the Educational Assistant allocation could not have been facilitated as the November meeting was cancelled. However, Ms. Simms-Obidi cited a "report" which contained a timeline for implementation and noted there was no indication contained therein that SEAC was to be consulted and she considered an apology should be forthcoming.

■Mr. Shields, on behalf of the Association for Community Living, reminded the officials that it is critical to actively involve SEAC in such decisions if they want advice and support of SEAC representatives. In addition, should his Association deem the situation serious enough, it is willing to legally challenge the Board. Referring to a "Profs Report", Mr. Shields maintained that it seriously compromises the role of SEAC representatives to provide information to the community on such issues.

Dr. Tomlinson advised the pilot is in place for the period January to June. A weighting formula was developed to consider high needs. Allocation took into consideration students in either a regular or Special Education class. An allocation of Educational Assistants was also set aside for severe needs - to be accessed at the principal's request. As a pilot, she anticipated that input would be sought and noted that in addition to timeline restraints and overbudget allocation, confidentiality was also a factor with this issue.

Noting the time, Mr. Bucsis indicated a motion was required to continue past 9:00 p.m. A motion was not forthcoming. Mr. Shields offered his regrets for the January meeting and will not be able to present information regarding his Association as scheduled.

The meeting then adjourned.

Read and confirmed, .

ROLE OF THE BEHAVIOUR RESOURCE TEAM

The role of the Behaviour Resource Team for the Transition Years (7, 8, 9) will be to collectively contract with the Principal or the Principal's designate to assist teachers:

Individual/Small Groups

- to identify behaviour problems
- to develop strategies to meet behavioural needs
- to incorporate current strategies into classroom management techniques
- to encourage parental involvement where possible

School Wide Behavioural Issues

- Social Skills Training
- Anger Management
- Peer Mediation

Prior to telephone or PROF contact it will be helpful if an in-school problem solving process has taken place.

CONTACT: Vince Martorelli/Dawn Mutton
Education Centre
Extension: 2509
PROF: DMUTTON

THE PURPOSE OF THE BEHAVIORAL RESOURCE TEAM IS TO
EFFECT BEHAVIORAL CHANGE.

INDIVIDUAL

Self-Contained Classes
Comprehensive Classses
Regular Class
Secondary School (gr.9)
Identified: Regular Class

GROUP

Whole School
(Anger Management)
E.S.L. Class
Peer Mediation

PARENTS

Information Sharing
Problem Solving
Advocacy

TEACHERS

Inservice
(in school & system wide)
Professional Growth Plan

Educational Assistant Allocation

Exceptionality	Weighting	Self Contained Class *Adult/Student Ratio
Autistic	.25	1 : 2.4
Developmentally Challenged	.15	1 : 4
Orthopaedic	.25	1 : 3
Behavioural	.125	1 : 4
Multiple	.166	1 : 3
Deaf & Hard of Hearing	10	1 : 5

* Adult = Teacher + EA

URBAN/MUNICIPAL
CA4 ON HBL W26
A37
1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

S P E C I A L M E E T I N G

URBAN MUNICIPAL

1996 04 09

APR 22 1996

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mr. Bucsis; Trustees Bishop, Patenaude, Rogers and Stewart; Mesdames Barnes, Barr, Bramberger, Burns, Kappheim, Kerr Jaskiewicz, Oommen, Savelli and Simms-Obidi; Miss Dalziel; Messrs. Shields and Verticchio; Dr. Van der Spuy)

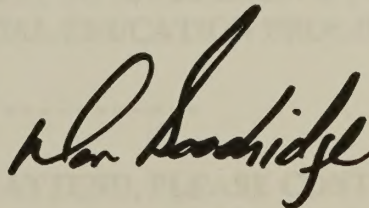
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1996 04 17 at 19:00 hours in the Lower Auditorium, at the Education Centre.

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

cv

Attachment
Notice to all Trustees and Representatives

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1996 04 17

Location: Lower Auditorium

Confirmation of the minutes 1996 03 20 meeting.

7:00 - 7:10 p.m.	Remarks	- Chairman - Project Team Leader - Special Education - Superintendent - Budget Update
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GENERAL

7:10 - 7:20 p.m.	Presentation - Down Syndrome Association	F. Oommen
7:20 - 7:45 p.m.	Organizational Updates	Members
7:45 - 7:50 p.m.	BREAK	
7:50 - 8:30 p.m.	Thirteenth Annual Review of Special Education Programs and Services	Dr. Tomlinson J. Bishop N. Dalziel
		** Pages 1 to 83
8:30 - 9:00 p.m.	Learning Centres - presentation	Special Education Team

***** PLEASE NOTE:**

**MEMBERS ARE REQUESTED TO BRING THEIR MARCH
AGENDA PACKAGE - PAGES 1 TO 83 - RELATIVE TO THE
THIRTEENTH ANNUAL REVIEW OF SPECIAL EDUCATION PROGRAMS AND SERVICES**

**IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT
THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2274/2273**

NEXT MEETING: WEDNESDAY, MAY 15

SECRET
SPECIAL AGENT IN CHARGE
WASHINGTON

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CONFIDENTIAL

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SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1995-1996

Chairman of S.E.A.C.
Bucsis, David

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Rogers, Canon Joseph
Stewart, Robert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Simms-Obidi, Theresa
Autism Ontario
Ham-Went. Chapter
H: 545-9643

Barnes, Sandy
Canadian National Institute
for the Blind
H: 574-4147

Savelli, Arlene
Children & Adults with
Attention Deficit Disorders
H: 574-0306

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Shields, Bryan
Hamilton Association for
Community Living
B: 528-0281
H: 385-1485

Burns, Linda
Hamilton Council for Home
and School Associations
H: 547-2063

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-4188

Dalziel, Nalda
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Bucsis, David
Learning Disabilities
Association, H-W Chapt.
B: 546-3866

ADDITIONAL MEMBERS OF S.E.A.C.:

Verticchio, Dominic
H-W Children's
Aid Society
B: 522-1121 Ext 294

Barr, Deborah
H-W Communication
Collective

Bramberger, Sue
H-W Home Care
Program
B: 523-8600

Van der Spuy, Dr. H.
Ontario Psychological
Association
B: 521-2100 Ext. 7299

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 2502

Tomlinson, Dr. Janice
Project Team Leader -
Special Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Collins, Eileen
Ham Principals' Assoc

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 2274 / 2273

O'Brien, Susan
Ham Sec Sch Princ Council

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1992-1993

Chairman: J. J. ...

Members: ...

MEMBERS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

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ADDITIONAL MEMBERS OF S.E.A.C.

...	...	...
...	...	...
...	...	...

RESPONSE PERSON:

...

BOARD REPRESENTATIVES

...	...	...
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URBAN/MUNICIPAL
CAY ON HBL W26
A37
1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1996 05 06

URBAN MUNICIPAL

MAY 14 1996

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mr. Bucsis; Trustees Bishop, Patenaude, Rogers and Stewart; Mesdames Barnes, Barr, Bramberger, Burns, Kappheim, Kerr Jaskiewicz, Oommen, Savelli and Simms-Obidi; Miss Dalziel; Messrs. Shields and Verticchio; Dr. Van der Spuy)

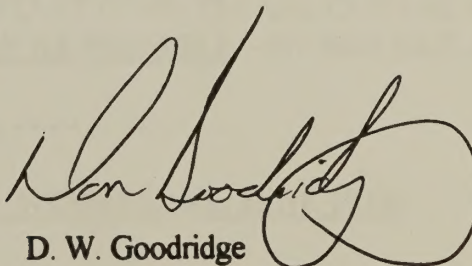
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1996 05 15 at 19:00 hours in the Lower Auditorium, at the Education Centre.**

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

CV

Attachment
Notice to all Trustees and Representatives

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1996 05 15

Location: Lower Auditorium

Confirmation of the minutes 1996 04 17 meeting.

7:00 - 7:10 p.m.	Remarks	- Chairman - Project Team Leader - Special Education - Superintendent
------------------	---------	---

GENERAL

7:10 - 7:20 p.m.	Presentation - Children and Adults with Attention Deficit Disorder - C.H.A.D.D.	A. Savelli
7:20 - 7:45 p.m.	Organizational Updates	Members
7:45 - 7:55 p.m.	BREAK	
7:55 - 8:20 p.m.	Update re Special Education Program Delivery	E. Bond/J. Tomlinson
8:20- 9:00 p.m.	Section 27 Programs	W. Hutton

**IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT
THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2274/2273**

NEXT MEETING: WEDNESDAY, JUNE 19TH

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1995-1996

Chairman of S.E.A.C.
Bucsis, David

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Rogers, Canon Joseph
Stewart, Robert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Simms-Obidi, Theresa
Autism Ontario
Ham-Went. Chapter
H: 545-9643

Barnes, Sandy
Canadian National Institute
for the Blind
H: 574-4147

Savelli, Arlene
Children & Adults with
Attention Deficit Disorders
H: 574-0306

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Shields, Bryan
Hamilton Association for
Community Living
B: 528-0281
H: 385-1485

Burns, Linda
Hamilton Council for Home
and School Associations
H: 547-2063

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-4188

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B: 546-3866

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Verticchio, Dominic
H-W Children's
Aid Society
B: 387-2872

Barr, Deborah
H-W Communication
Collective

Bramberger, Sue
H-W Home Care
Program
B: 523-8600

Van der Spuy, Dr. H.
Ontario Psychological
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Chedoke-McMaster Hospitals
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Tomlinson, Dr. Janice
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B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 2274 / 2273

Collins, Eileen
Ham Principals' Assoc

O'Brien, Susan
Ham Sec Sch Princ Council

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1995 06 09

URBAN MUNICIPAL

JUN 13 1995

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
PROGRAM COMMITTEE

(Trustees Bishop, Cage, Hill, Johnstone, MacDonald, Patenaude and
Stewart.)

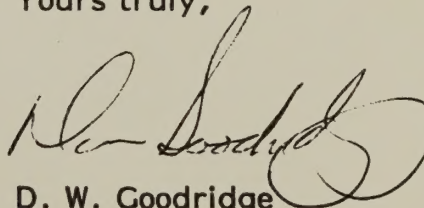
Ladies and Gentlemen:

Please be advised that a Special Meeting of the Program Committee
has been scheduled for Monday, 1995 06 12 immediately following the
meeting of the Personnel and Organization Committee.

An agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

rt

Notice sent to all trustees.

AGENDA

SPECIAL MEETING OF THE PROGRAM COMMITTEE

1995 06 12

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Response to the Draft Regulation 305, Identification and Placement of Exceptional Pupils (Response Guide) and Categories of Exceptionalities and Definitions (A Validation Paper)

Pages 1 to 48



Date: 1995 06 12

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Response to the Draft Regulation 305, Identification and Placement of Exceptional Pupils (Response Guide) and Categories of Exceptionalities and Definitions (A Validation Paper)

Report: Information/Decision

Background

In June, 1994, the Ministry of Education and Training informed Boards of Education, parents and community associations that it would be revising Regulation 305, which governs the Identification, Placement and Review Committee (IPRC) process. The Ministry indicated that IPRCs would be required to consider integration as the placement of first choice wherever possible, when such a placement met the pupil's needs and was in accordance with parental wishes. The Ministry also indicated that it would be reviewing the categories of exceptionalities and definitions. In November, 1994, the Ministry held one of its "Integration Launches" in the Hamilton Board to inform schools, parents and community associations of the new directions. In May, 1995, draft regulation concerning the identification and placement of exceptional pupils (Appendix I) was sent to Boards for feedback by June 30, 1995. Draft criteria of exceptionalities and definitions (Appendix II) was also provided for feedback by June 30, 1995.

Two focus group sessions were held on May 23 and June 6 to formulate a response to the two documents from Board personnel including teachers, administrators and special education staff. A special focus group session was held on June 7 for the Special Education Advisory Committee, representing parent associations and trustees. Forty-eight people participated in the focus group sessions, representing a cross-section of elementary and secondary teachers and administrators, regular and special education staff, and SEAC members. In addition, several school staffs and individuals sent in responses, which are represented in the collected response.

Issue

To share with trustees the collated response from the focus groups

Recommendation

That the Response to the Draft Regulation 305, Identification and Placement of Exceptional Pupils (Response Guide) and Categories of Exceptionalities and Definitions (A Validation Paper) be forwarded to the Ministry of Education and Training.

Rationale

See appendices I and II.

Appendices

Appendix I Draft Regulation, Identification and Placement of Exceptional Pupils (Response Guide)
Appendix II Categories of Exceptionalities and Definitions (A Validation Paper)

Page 12

Date

Chapman University

No.

Chapman University

Year

1952-1953

10

Chapman University

Chapman University

Chapman University

Page

Chapman University

Page

The first of the three main parts of the report is a general statement of the purpose and scope of the study. The second part is a description of the methods used in the study. The third part is a discussion of the results of the study.

The second part of the report is a description of the methods used in the study. This part includes a description of the subjects, the instruments used, and the procedures followed.

Page

Chapman University

Page

Chapman University

Page

Chapman University

Page

Chapman University

Chapman University

DRAFT REGULATION

IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS

RESPONSE GUIDE

**Special Education Policy Unit
Ministry of Education and Training
May 1995**

DRAFT RESOLUTION

RECOGNITION AND ENCOURAGEMENT

OF COLLEGIATE STUDENTS

MEMBERSHIP GUIDE

Division of Education & Training
Office of Community and Technical
Education

RESPONDENT INFORMATION

Identification and Placement of Exceptional Pupils

(Please complete this page and attach it to your submission)

Respondent's Name: The Board of Education for the City of Hamilton

Address: 100 Main Street West

Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092

Which group(s) are you representing with this response? Check those which apply

1. ☐ Parents' association

9. ☐ Teachers' federation

2. ☐ Individual parent

10. ☐ Educators' association

3. ☐ Native organization

11. ☐ Educational assistant

4. ☐ Francophone association

12. ☐ Individual teacher

5. ☐ Student association

13. ☐ Staff or students of
Faculty of Education, and OISE

6. ☐ Individual student

14. ☐ Labour

7. ☒ School board

15. ☐ Business/industry

8. ☐ Trustees' association

16. ☐ Other (Specify) _____

Please forward response no later than June 30, 1995, to:

The Special Education Policy Unit
Program Policy Support Team
Ministry of Education and Training
8th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

(416) 325-2777 Telephone/Inquiries
(416) 325-0419 TTY/TDD
(416) 325-4395 Fax

RESPONDENT INFORMATION

Identification and Placement of Respondent Profile

Please complete this page and attach it to your submission.

Respondent's Name: _____ The date of completion for this form is _____

Address: _____

City/State/Zip: _____

Telephone: _____

Which groups are you representing with this response? Check those which apply.

- | | |
|---|---|
| ☐ 1. Parent/Teacher | ☐ 2. Teacher/Student |
| ☐ 3. School/Community | ☐ 4. Community/School |
| ☐ 5. Other/Unknown | ☐ 6. Other/Unknown |
| ☐ 7. Parent/Teacher | ☐ 8. Teacher/Student |
| ☐ 9. School/Community | ☐ 10. Community/School |
| ☐ 11. Other/Unknown | ☐ 12. Other/Unknown |
| ☐ 13. Parent/Teacher | ☐ 14. Teacher/Student |
| ☐ 15. School/Community | ☐ 16. Community/School |
| ☐ 17. Other/Unknown | ☐ 18. Other/Unknown |

Please describe response in brief form (max 250 words)

The school district is a large district with many schools. I am a parent of a child in the district. I am interested in the district's response to the survey. I am interested in the district's response to the survey. I am interested in the district's response to the survey.

Thank you for your response. I am interested in the district's response to the survey. I am interested in the district's response to the survey. I am interested in the district's response to the survey.

Introduction

Background

Regulation 305 sets out the operating procedures for Special Education Identification, Placement and Review Committees (IPRC) and Appeal Boards.

At the Minister's request, the Advisory Council on Special Education conducted an extensive review of Regulation 305 during the 1993-94 school year. In addition to the changes required to reflect the ministry's direction for integration and a general updating of the regulation, the Advisory Council recommended many other changes to this regulation in its report to the Minister in June, 1994.

The regulation does the following:

- (a) requires an IPRC to place an exceptional pupil in a regular class with appropriate special education services when it is satisfied that such a placement would meet the pupil's needs and is in accordance with parental choice; and
- (b) strengthens the role of parents, and of pupils who are sixteen years of age or older, in the IPRC process.

The following reorganization of the regulation is designed to make it more user friendly for all partners who are involved in the identification, placement and reviews of exceptional pupils. It now consists of six parts:

- Part I - General
- Part II - Establishment of Committees and Committee Procedures
- Part III - Parents' Guide
- Part IV - Referral of Pupils to Committee
- Part V - Committee Reviews
- Part VI - Appeals from Committee Decisions

Directions for Responding

You may respond directly using this response guide and/or attach pages where necessary for additional comments, noting the section and paragraph as in the draft regulation enclosed.

A copy of the draft regulation is enclosed. Sometimes we offer key questions for your consideration, especially where several changes are being proposed. We hope this will serve to draw your attention to the changes proposed for this regulation. Nevertheless, feel free to comment on any section of the draft regulation, and attach pages for your comments.

We welcome your input. We expect school boards to involve the Special Education Advisory Committees in this review. Please forward your response no later than June 30, 1995, to:

The Special Education Policy Unit
Program Policy Support Team
Ministry of Education and Training
8th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Telephone/Inquiries	(416) 325-2777
TTY/TDD	(416) 325-0419
FAX	(416) 325-4395

Recent Developments

1. Report of the Royal Commission on Learning

On January 26, 1995 the Royal Commission on Learning released the report, entitled *For the Love of Learning*. This report contains 167 recommendations for changes that will affect every aspect of Ontario's education system. In discussing the needs of learners with disabilities in Chapter 10, Volume II entitled *Supports For Learning: Special Needs and Special Opportunities*, the report includes four recommendations for changes to the Identification, Placement and Review Committee (IPRC) process. You will be asked to consider these recommendations in a separate section of the Response Guide.

2. The Eaton Case

On February 15, 1995, the Ontario Court of Appeal released the decision in the case between the parents and the Brant County Board of Education related to whether or not Emily Eaton is entitled to be educated in a regular classroom in the neighbourhood school rather than in a special education class. The Court of Appeal states that "Section 8 of the Education Act should be read to include a direction that unless the parents of a child who has been identified as exceptional by reason of a physical or mental disability consent to the placement of that child in a segregated environment, the school board must provide a placement that is the least exclusionary from the mainstream and still reasonably capable of meeting the child's special needs." (pp. 33-34)

Please be advised that we may be required to make further changes to Regulation 305 pending the outcome of the Brant County Board of Education's application to seek leave to appeal to the Supreme Court of Canada.

Response Guide

Draft Regulation Made Under the Education Act

Identification and Placement of Exceptional Pupils

Part I - General

Highlights

Part I includes the following:

- ♦ definitions (section 1);
- ♦ time limits for carrying out identification and placement activities for an exceptional pupil (section 2);
- ♦ the right of a parent, and of a pupil who is sixteen years of age or older, to have a representative at a meeting and participate in meetings (section 5);
- ♦ the requirement for sharing of information about a pupil with the parents of a pupil, and with those pupils who are sixteen years of age or older [subsection 5 (5)]; and
- ♦ responsibilities of a minority language section of a school board (section 6).

Instructions

Please review Part I of the draft regulation enclosed and provide us with your comments below. Add additional pages if required, referring to Part I and the relevant section(s) of the draft regulation.

Your Comments

There was general agreement about the content and intent of Part 1.

Definitions (1): There was total agreement about the definitions.

Time limits re school holidays (2): This should be more specific, relevant to Reg. 304. The wording is clumsy and cumbersome. Clarification is needed.

Participation by students 16 years of age (5(1)(2)): Student participation was encouraged by all groups. Some groups felt that students younger than age 16 should be allowed to participate. One group of SEAC members recommended removing the age limitation from the regulations (i.e. "A parent of a pupil and the pupil are entitled to be present...."). One staff group questioned legal implications, since 16 is not the age of majority.

Right to representation (5(3)(4)): There was agreement that parents and pupils should be entitled to have a representative present at meetings. However, it was felt that the section could be reworded to foster parent, student and school partnerships. It was also suggested by one group that representatives may need to be present prior to the IPRC meeting to fully understand the process and information.

Requirement to share information (5(5)): This section should be rewritten in the spirit of parent, student and school partnerships. The word 'document' needs to be defined or clarified.

Reasonable notice for meetings (6): There should be separate clauses for the IPRC meeting and the Special Education Appeal meeting. Each Board should be required to define a timeline for "reasonable written notice".

Provision of program pending meeting or decision (7): A time frame should be established by the Board.

Additional suggestions: Two additional clauses were suggested.

1) **Additional resource personnel:** It was suggested by a SEAC group that the IPRC should be entitled to draw on additional resources (i.e. information from therapists, etc.) as appropriate, or as identified by the parent, to ensure that all pertinent and relevant information is available to the committee to make a decision.

2) **Interpreter at meeting:** It was suggested by a SEAC group that Part 1 should also include provision for the Board to ensure the presence of an interpreter at the IPRC meeting if needed by the parent or pupil.

Part II - Establishment of Committees and Committee Procedures

Highlights

Part II sets out the following responsibilities of each school board:

- ♦ to establish special education identification, placement and review committees (IPRCs) [section 8];
- ♦ to determine the jurisdiction of each committee [section 8];
- ♦ to determine how the chair of each committee will be selected [section 8]; and
- ♦ to establish additional procedures deemed necessary consistent with its special education plan [subsection 10(1) and (2)].

Instructions

The only change in this part is the requirement for the board to establish the manner of selecting the chair of each Identification, Placement and Review Committee (IPRC). Please review Part II of the draft regulation and provide us with your comments below.

Your Comments

All groups supported Part II.

Part III - Parents' Guide

Highlights

The Parents' Guide is to include several new components to ensure that parents are aware of the IPRC process and their rights. School boards will be required to provide the guide in a braille, large print, and audio-cassette format when requested by a parent or pupil.

Instructions

We are particularly interested in your views about the new components to be included in each school board's parents' guide. Please review Part III of the draft regulation and provide us with your comments in the appropriate spaces. Add additional pages if required, referring to Part III and the relevant section(s) of the draft regulation.

Your Comments

New Components of Parents' Guide	Comments
11(1)(c) Explains the committee's duty to assess pupils' strengths and needs and, except where a parent objects, to include, in its statements of decision, the category and definition, of any exceptionality it identifies;	There was full support for inclusion of this statement in the parent guide. It was noted that the strengths and needs statement is helpful, but there were some concerns that excluding category and definition could hamper programming.

All groups fully supported the preparation of a parents' guide. SEAC strongly felt that a clause should be added to Section (3), stating "that a procedure is in place to ensure that copies are available to parents". SEAC also indicated that the Guide should be user friendly.

New Components of Parents' Guide	Comments
11(1)(e) Includes a copy of the latest version of the list of parent organizations eligible for membership on special education advisory committees, prepared by the Provincial Parent Association Advisory Committee on Special Education Advisory Committees;	Full support.
11(1)(f) Includes the names, addresses and telephone numbers of the provincial and demonstration schools in Ontario.	Full support. A SEAC group suggested that partnerships could be fostered by including the principal as a contact person for details such as addresses and telephone numbers and other pertinent information. This would also avoid reprinting if phone numbers changed.

New Components of Parents' Guide	Comments
11(1)(g) Indicates the extent to which the board provides special education programs and special education services and the extent to which it purchases those programs and services from another board.	There was not full support for including this statement in the guide. A SEAC group felt that this information should be available to parents elsewhere (e.g. exceptionality identification criteria and placements). Other SEAC and staff groups felt that this section needed further clarification.
11(4) The Board shall, at the request of a parent or pupil, provide the parent or pupil with a guide in a braille, large print or audio-cassette format, in any language of instruction that teachers employed by the board are required to use under clause 264(1)(f) of the Act.	While all groups supported the preparation of the Guide in alternative formats for parents, a SEAC group felt that the written guide and the audio format would be sufficient to meet the needs of blind, hard of hearing parents and parents who are unable to read, and provide equity which is cost effective in today's economy. Boards should be able to determine what they are able to afford in order to provide access to information for parents.

Part IV - Referral of Pupils to Committees

Highlights

The major changes in Part IV are meant to ensure that the revised regulation strengthens the role of parents and of pupils sixteen years of age and older, encourages the development of partnerships, strengthens accountability and includes provisions consistent with the direction for integration.

The major changes are the following:

- ◆ A principal is required to acknowledge a parent's request for referral of a pupil to an IPRC [subsection 12(3)];
- ◆ An IPRC may discuss any proposal for special education services or special education programs and shall do so at the request of a parent or of a pupil who is sixteen years of age or older [section 14];
- ◆ An IPRC is required to place an exceptional pupil in a regular class with appropriate special education services, when it is satisfied that such a placement would meet the pupil's needs and is in accordance with parental preference [section 15];
- ◆ An IPRC is required to state the reasons for placing an exceptional pupil in a special education class [subsection 16(2)(c)];
- ◆ The IPRC decision shall include an assessment of the pupil's strengths and needs and the category and definition of exceptionality, but a parent may require that the category or the definition of the exceptionality or both be omitted from the statement of decision [subsections 16(2)(ii)(iii) and (3)];
- ◆ A school board is required to implement an IPRC's placement decision [subsection 18(2)];
- ◆ The individual education plan must include specific educational objectives for the pupil, an outline of the special education services needed by the pupil, and the methods by which the pupil's progress shall be evaluated [subsections 19(1) and (2)]; and
- ◆ A principal must ensure that the development of an individual education plan for an exceptional pupil is completed within 30 days [subsection 19(3)].

Instructions

Please review Part IV of the draft regulation and provide us with your comments in the spaces provided. Use extra pages if needed, remembering to refer to the numbering system of the draft regulation.

Your Comments

Response to Referral	Comments
12(3) Within 15 days of giving a notice, under clause (1)(a) or receiving a request under clause (1)(b), the principal shall provide the parent with, (a) a copy of the guide prepared under section 11; and (b) a written statement of approximately when the principal expects that a committee will meet for the first time to discuss the pupil. KEY QUESTIONS: 1) Is 15 days a reasonable time period for this task? 2) If not, what time period would you suggest?	Most respondents felt that 15 days was a reasonable time period. "Days" needs to be clarified - i.e. working days or calendar days? Some respondents felt that 15 school days, or 30 calendar days would be more reasonable.
Parent/Pupil Information	Comments
13(6) The committee shall also consider any information about the pupil submitted by a parent of the pupil, or, where the pupil is 16 years of age or older, the pupil.	Agreed

Discussion of Program and Services	Comments
14(1) The committee may discuss any proposal for special education services or special education programs and shall do so at the request of a parent or a pupil who is 16 years of age or older.	All groups supported the importance of exploring alternatives as part of the IPRC process. This encourages creativity and problem-solving. It would be helpful to have a summary of the discussion included in the documentation, to assist in the formulation of the Individual Education Plan.
14(2) Despite subsection (1), the committee shall not make decisions about special education services or special education programs.	There was almost full support from respondents. One SEAC member felt that program decisions should be made by the IPRC, so that they could be subject to appeal.

Regular Class Placement	Comments
15(1) When making a placement decision on a referral under subsection 12(1), the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services, (a) would meet the pupil's needs; and (b) is consistent with parental preferences.	There was general agreement among most groups that regular class placement should be considered as the first option of placement. However, one SEAC group suggested that this statement may not really give <u>all</u> parents a choice. It may inhibit parental choice and put the parent who wants a special class on the defensive. It was also felt that this statement did not put the needs of children first. A staff group noted that clarification of "appropriate" may be necessary, and should take human and fiscal resources into account.
15(2) If the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with the preferences mentioned in clause (1)(b), the committee shall decide in favour of placement in a regular class.	

Statement of Decision	Comments
16(2) The statement of decision shall state, (a) whether the committee has identified the pupil as an exceptional pupil; (b) where the committee has identified the pupil as an exceptional pupil, (i) the committee's placement decision; (ii) the committee's assessment of the pupil's strengths and needs, and (iii) subject to subsection (3), the category and definition of the exceptionality identified by the committee; and (c) where the committee has decided that the pupil should be placed in a special education class, the reasons for that decision. 16(3) A parent may require that the category of the exceptionality or the identification of the exceptionality or both be omitted from the statement of decision.	There was full support for 16(2). It was noted by a SEAC group that (c) is adversarial in tone, and that the IPRC should provide the reasons for their decision in <u>all</u> cases. There was agreement for 16(3) because it provides parental choice. However, it was noted by both staff and SEAC groups that this could prove problematic in providing appropriate programming for students.
Requirement to Implement IPRC Decision	Comments
18(2) The board shall implement a placement decision made by a committee under this Part, as soon as possible after an event described in paragraph 1 or 2 of subsection (1) occurs.	There was general agreement that placement decisions should take place as soon as possible. However, some staff members were concerned about the resource implications for the Board. Some SEAC members suggested that the wording be changed to "as soon as reasonably possible".

Section 17(1): There was agreement with the "mediation" concept, but the clause needs to be reworded.

Individual Education Plan	Comments
19(1) As soon as possible after the occurrence of an event described in paragraph 1 or 2 of subsection 18(1), the board shall notify the principal of the school at which the special education program is to be provided of the need to develop an individual education plan for the pupil. 19(2) The plan must include (a) specific educational objectives for the pupil; (b) an outline of the special education services needed by the pupil; and (c) a statement of the methods by which the pupil's progress shall be evaluated. KEY QUESTIONS: 1) Have we included the main elements for an individual Education Plan? 2) Are there other program elements which should be included?	This ensures that all identified pupils have an IEP to fit the needs of the child and not just the needs of the program. Other elements that could be included would be timelines or review dates, strategies for instruction, and personnel responsible for monitoring the IEP. The statement should be written in "outcomes" language.
19(3) Within 30 days of receiving the notice under subsection (1), the principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil. KEY QUESTION: 1) If you do not agree with the 30 day requirement to complete the individual education plan, what time period would you suggest?	

Part V - Committee Reviews

Highlights

Part V outlines in detail the review process and procedures which are stated in more general terms in sections 8, 9, and 10 of the current Regulation 305. The procedures parallel mainly those of the referral process under Part IV of this regulation.

The major changes are the following:

- ♦ A school board which purchases special education services from another board would have the right to have a representative present at an IPRC review meeting involving the pupil of the purchasing board [subsection 20(4)];
- ♦ A parent requests an IPRC review through the principal and the principal through the designated representative of the school board [subsections 21(3), (4), and (5)];
- ♦ A principal is required to acknowledge a parent's request for a review of an identification and/or placement within 15 days [subsection 21(6)];
- ♦ The review decision shall include an assessment of the pupil's strengths and needs, and the category and definition of exceptionality, but a parent may require that the category or the definition of exceptionality or both be omitted from the statement of decision [subsection 22(5) and (6)]; and
- ♦ A principal must ensure that the review and updating as appropriate of the individual education plan is completed within 30 days [section 25].

Instructions

Please review Part V of the draft regulation and provide your comments on the changes which are outlined below. Your comments on these changes and any other section of this part are appreciated. Use extra pages if needed, remembering to refer to the numbering system of the draft regulation.

Your Comments

Purchasing Board Representative	Comments
20(4) Where one board purchases a special education program from another board, the board that is providing the special education program to the pupil shall invite the purchasing board to send a representative who may, (a) be present at and participate in all committee discussions about the pupil, other than discussions at which the committee's identification and placement decisions are made; and (b) be present at but not participate in all committee discussions at which the committee's identification and placement decisions are made.	
KEY QUESTIONS: 1) Will the attendance and participation of a representative from the purchasing board help to ensure that the best interests of the pupil are served in a purchase of service agreement between two boards? 2) State suggestions you may have to improve a purchase of service agreement.	Yes, this will enhance the collaborative process and be in the best interests of the student.

Request for Review and Timelines	Comments
21(3) A request by a parent shall be made to the principal of the school at which the pupil's special education program is being provided. 21(4) Within five days of receiving a request from a parent, the principal shall forward it to the designated representative of the board that is providing the special education program to the pupil. 21(5) A request by a principal shall be made to the designated representative of the board that is providing the special education program to the pupil.	Some groups felt that this timeline was too short.
21(6) Within 15 days of receiving a request under subsection (3) or making a request under subsection (5), the principal shall provide the parent with a written statement of approximately when the principal expects that a committee will begin the review. KEY QUESTIONS: 1) Is 15 days a reasonable time period for this task? 2) If not, what time period would you suggest?	Most groups felt that this timeline was adequate. However, two staff groups felt that 30 days may be more appropriate.

Statement of Decision	Comments
22(5) A statement of decision under subsection (4) shall state, a) the reasons for the committee's decision that the pupil's identification or placement or both should be changed; b) the committee's evaluation of the pupil's progress with reference to the pupil's individual education plan; c) whether the committee considers that the pupil should continue to be identified as an exceptional pupil; d) where the committee considers that the pupil should continue to be identified as an exceptional pupil, i) the committee's placement decision, ii) the committee's assessment of the pupil's strengths and needs, and iii) subjection to subsection (6), the category and definition of the exceptionality identified by the committee; and e) where the committee considers that the pupil should be placed in a special education class, the reasons for that decision.	Similar comments to Section 16(2).

Parental Right	Comments
22(6) A parent may require that the category of the exceptionality or the definition of the exceptionality or both be omitted from the statement of decision. KEY QUESTIONS: 1) Do you agree with this provision? 2) If not, explain the implications of this exemption on the IPRC process.	There was general agreement for 22(6) because it provides parental choice. However, it was noted by both staff and SEAC groups that this could prove problematic in providing appropriate programming for students. One staff group felt that this clause should not be included.
Review of Individual Education Plan	Comments
25(1) As soon as possible after the occurrence of an event described in paragraph 1 or 2 of subsection 24(1), the board shall notify the principal of the school at which the special education program is to be provided of the need to review the pupil's individual education plan to determine whether it needs to be updated. 25(2) Within 30 days of receiving the notice under subsection (1), the principal shall ensure that the plan has been reviewed and updated as appropriate and that a copy of it has been sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.	Most groups agreed that the 30 day IEP timeline was reasonable.

Part VI - Appeals from Committee Decisions

Highlights

Part VI contains the following changes:

- ♦ The timelines and procedures are specified for appealing an IPRC referral decision under Part IV and an IPRC review decision under Part V [subsections 26(2) and (3)];
- ♦ The process and timelines for selection of the revised composition of an appeal board is outlined [subsections 27(6), (7), (8), and (9)]; and
- ♦ The appeal board meeting is to be held within 30 days of the appointment of the chair [subsection 27(13)].

Instructions

Please review Part VI of the draft regulation and provide us with your comments in the spaces provided. Use additional pages if needed, remembering to use the numbering system of the draft regulation.

Your Comments

Timelines for Appeal	Comments
26(2) A notice of appeal in respect of a committee decision under Part IV shall be filed with the secretary of the board, a) if no meeting is held under section 17, within 30 days of receipt of the statement of decision under section 16 by the parent who is seeking to appeal; or b) if a meeting is held under section 17, within 15 days of receipt of the notice under subsection 17(3) by the parent who is seeking to appeal. 26(3) A notice of appeal in respect of a committee decision under Part V shall be filed with the secretary of the board, a) if no meeting is held under section 23, within 30 days of receipt of the confirmation under subsection 22(2) or the statement of decision under subsection 22(4) by the parent who is seeking to appeal; or b) if a meeting is held under section 23, within 15 days of receipt of the notice under subsection 23(3) by the parent who is seeking to appeal.	Appeal process and timelines appear to be fair and reasonable.

Composition of Appeal Board	Comments
27(6) The special education appeal board shall be composed of, a) one member selected by the board in which the pupil is placed; b) one member selected by a parent of the pupil, and c) a chair, selected jointly by the members appointed under clauses (a) and (b) or, where those members cannot agree, by the appropriate Regional Director of Education.	The appeal board structure appears fair. Will there be certain qualifications to be a member of an appeal board?
Member Selected By Minority Language Section	Comments
27(7) Where a minority language section of the board in which the pupil is placed has jurisdiction over the pupil, the selection under clause (6) (a) shall be made by the minority language section rather than by the full board.	

Timelines for Appointments and Appeal Meeting	Comments
27(8) Selections under clauses (6)(a) and (b) shall be made within 15 days of receipt of the notice of appeal by the secretary of the board. 27(9) The selection of a chair under clause (6)(c) shall be made within 15 days of the last selection under clauses (6)(a) and (b). KEY QUESTIONS: 1) Are the time periods adequate for the selection of members? 2) If not, indicate your preference.	Yes.
Timeline For Appeal Board Meeting *	Comments
27(13) The meeting shall be arranged to take place at a convenient place and at a time that is no more than 30 days after the day on which the chair was appointed and shall be conducted in an informal manner. KEY QUESTIONS: 1) Is the 30 day period adequate time for convening the appeal board meeting? 2) If not, indicate your preference.	Yes.

Report of The Royal Commission of Learning

The Report contains four recommendations for changes to the IPRC process.

Implementation of the recommendations would require a restructuring of the current process for identifying and placing exceptional pupils. After each recommendation, we have included key questions for your consideration. We welcome your views.

Recommendation 35	Comments
That when parents and educators agree on the best programming for the student, and there is a written record of a parent's informed agreement, no Identification, Placement, and Review Committee (IPRC) process occur. KEY QUESTIONS: 1) Do you support this recommendation? 2) Is there a need to formally identify students as exceptional when placed with the parent's informed agreement? 3) If implemented, by what method and, by whom, should placement decisions be made?	Programming is developed from identification of strengths and needs. This level of identification must take place to ensure appropriate programming to meet the student's needs. Most groups agreed that a formal IPRC process need not occur if students were remaining in regular class, but that the more formal process would need to occur if students were moving into a system special education placement. Boards would need to decide within their resources and expertise who should make the placement decisions.

Recommendation 36	Comments
That when there is no agreement, and an IPRC meeting must take place, a mediator/facilitator be chosen, on an ad hoc basis, to facilitate discussion and compromise, to alleviate the likelihood of a legal appeal; and that the legislation be rewritten to provide for this pre-appeal mediation. KEY QUESTIONS: 1) Do you think a post IPRC pre-appeal mediation process would be helpful? 2) How would you see this pre-appeal mediation process operating? 3) If a pre-appeal mediation process were incorporated into the IPRC process, what are your views on the need for the appeal board and/or Tribunal process?	Most groups rejected this recommendation as too adversarial, although one group noted that a skilled mediator should be able to reach consensus, and avoid further appeals.

Recommendation 37	Comments
That when a student has been formally identified and placed, the annual review be replaced by semi-annual individual assessment that will show whether and how much the student has progressed over a five-month period, and decisions about continuation of the program be made based on objective evidence as well on as the judgment of the educators and parents in regard to the student's progress. KEY QUESTIONS: 1) Do you agree with this recommendation? 2) If you agree, how would you like to see it operate?	This section would need clarification, to define assessment. It would be best if this process was linked with regular review and reporting periods.
Recommendation 38	Comments
That school boards look for ways to provide assistance to those who need it, without tying that assistance to a formal identification process. KEY QUESTIONS: 1) Do you agree with this recommendation? Why/why not? 2) What are the consequences for other agencies dealing with school health support services and for co-ordinating those services for children and youth?	Yes, and School Boards are presently doing this. School Boards are taking on many responsibilities that could be funded by other Ministries (e.g. Health, Community and Social Services).

Conclusion

Your views will be given serious consideration, along with all the other responses we receive, before this regulation is put into final form.

Next Steps

- The analysis of the responses will take place during the summer months.
- The draft regulation will be revised as necessary considering the range of views from the consultation and further changes pending the outcome of the decision on the leave to appeal the Eaton decision.
- The approval process for consideration of the final form of the regulation will commence in the Fall and be completed as soon as possible.

Thank you again for your participation.

Categories of Exceptionalities and Definitions A Validation Paper



RESPONDENT INFORMATION

Identification and Placement of Exceptional Pupils

(Please complete this page and attach it to your submission)

Respondent's Name: The Board of Education for the City of Hamilton

Address: 100 Main Street West

Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092

Which group(s) are you representing with this response? Check those which apply.

- | | |
|---|---|
| 1. ☐ Parents' association | 9. ☐ Teachers' federation |
| 2. ☐ Individual parent | 10. ☐ Educators' association |
| 3. ☐ Native organization | 11. ☐ Educational assistant |
| 4. ☐ Francophone association | 12. ☐ Individual teacher |
| 5. ☐ Student association | 13. ☐ Staff or students of
Faculty of Education, and OISE |
| 6. ☐ Individual student | 14. ☐ Labour |
| 7. ☒ School board | 15. ☐ Business/industry |
| 8. ☐ Trustees' association | 16. ☐ Other (Specify) _____ |

Please forward response no later than June 30, 1995, to:

The Special Education Policy Unit
 Program Policy Support Team
 Ministry of Education and Training
 8th Floor, Mowat Block
 900 Bay Street
 Toronto, Ontario
 M7A 1L2

(416) 325-2777 Telephone/Inquiries
 (416) 325-0419 TTY/TDD
 (416) 325-4395 Fax

RESPONDENT INFORMATION

Identifications and Placement of Respondent

Please provide the following information to the best of your ability.

Respondent Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Telephone: _____

Please provide the following information to the best of your ability.

☐ Male	☐ Female
☐ Single	☐ Married
☐ Divorced	☐ Widowed
☐ Never Married	☐ Currently Married
☐ High School Graduate	☐ Some College
☐ Bachelor's Degree	☐ Master's Degree
☐ Doctorate	☐ Other
☐ Unemployed	☐ Employed
☐ Self-employed	☐ Other

Please provide the following information to the best of your ability.

Signature: _____
Date: _____
Print Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Telephone: _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
BEHAVIOUR A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; or d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.	BEHAVIOUR Behavioural, social and/or emotional responses that are of such severity in terms of frequency, intensity and/or duration that the pupil's educational performance within the school setting is adversely affected. These behavioural responses are not due to another known or identifiable exceptionality, and persist in more than one setting and with more than one individual, even though appropriate modifications in classroom management and changes in the pupil's academic setting and/or program have been implemented.	A. Agree <u> x </u> B. Suggest the following changes: All groups agreed with the definition, and felt that it was appropriate. One staff group felt that the definition was too restrictive (i.e. "not due to another ... exceptionality). Clarification is needed regarding medical conditions, etc. One staff group felt that the criteria from the current definition should be included.

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
COMMUNICATION Autism A severe learning disorder that is characterized by: a) disturbances in • rate of educational development; • ability to relate to the environment; • mobility; • perception, speech, and language. b) lack of the representational symbolic behaviour that precedes language.	COMMUNICATION Pervasive developmental disorders A significant impairment in the development of social relationships, verbal and non-verbal communication as diagnosed by an appropriately qualified medical practitioner or psychologist. Symptoms may include repetitive patterns of behaviour, extreme variability of intellectual functioning, unusual perceptual responses, and socially inappropriate behaviours. Included in this definition are autism, pervasive developmental disorder not otherwise specified, atypical autism, Asperger's syndrome, Rett's syndrome and childhood disintegrative disorder.	A. Agree <u> x </u> B. Suggest the following changes: All groups agreed with this definition. One staff group felt that specific disorders (e.g. Asperger's) should be described, and aspects of behavior should be clarified.

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Hearing Impairment An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard-of-hearing, Deaf).	Deaf and Hard-of-Hearing Varying degrees of hearing which make it difficult or impossible to acquire spoken language through the auditory channel alone, and which may result in the need to develop alternative methods of communication.	A. Agree <u> x </u> B. Suggest the following changes: There was agreement about this definition. An additional clause was suggested: "Degree of loss to be determined by audiological assessment".

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Language Impairment A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: a) involve one or more of the form, content, and function of language in communication; b) include one or more of the following: • language delay; • dysfluency; • voice and articulation development, which may or may not be organically or functionally based.	Language Impairment to be discontinued since it is included in "Learning Disability"	A. Agree <u> x </u> B. Suggest the following changes: One group disagreed with discontinuing this category. Rationale: Receptive-expressive language needs to be a focus for some students before entering a written language program.

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Speech Impairment A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	Speech Impairment An impairment in speech production which significantly interferes with communication and learning, e.g. dysfluency and articulation deficits.	A. Agree <u> x </u> B. Suggest the following changes: “Unrelated to intellectual deficits and/or cultural difference” should be added.

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Learning Disability A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: a) is not primarily the result of: • impairment of vision; • impairment of hearing; • physical handicap; • mental retardation; • primary emotional disturbance; • cultural difference. b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following: • receptive language (listening, reading); • language processing (thinking, conceptualizing, integrating); • expressive language (talking, spelling, writing); • mathematical computations. c) may be associated with one or more conditions diagnosed as: • a perceptual handicap; • a brain injury; • minimal brain dysfunction; • dyslexia; • developmental aphasia.	Learning Disabilities An ongoing condition characterized by a significant impairment in information and/or of language processing and attributable to a central nervous system dysfunction rather than external or environmental influences. It is often characterized by a significant discrepancy between cognitive functioning (which is typically in the average to above average range) and academic achievement. Difficulties in any of the following areas may be associated with this condition: attention, impulsivity, memory, discrimination, sequencing, organization, problem-solving, co-ordination, verbal and non-verbal communication (including other symbol systems of communication), reading, writing, spelling, mathematics, social skills and perceptions, phonological processing and emotional maturation.	A. Agree <u> x </u> B. Suggest the following changes: Most groups agreed with the definition, with the suggested changes. One group did not agree with the definition, and preferred the current definition. This definition was felt by that group to be too theoretical, and too broad. Suggested changes: 1) Change "attributable to a central nervous system dysfunction" to "presumed attributable to a central nervous system dysfunction". 2) Rewrite the list of associated difficulties, so receptive and expressive language, reading, writing, spelling and auditory processing are at the beginning of the list. 3) Change phonological processing to auditory processing or phonological processes. 4) Add "unrelated to cultural differences". Some questions that arose from this definition were 1) Could a student be identified as LD and ADHD? 2) What is the definition of emotional maturity?

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
	Attention Deficit Hyperactivity Disorder — (NEW) Attention Deficit Hyperactivity Disorder is a neurobiological condition diagnosed by an appropriately qualified medical practitioner or psychologist which is characterized by age-inappropriate degrees of inattention and impulsivity, with or without hyperactivity. It may be present on its own or may co-exist with other disorders, such as general or specific learning disabilities or oppositional defiant disorder. Symptoms impact on the major domains of school performance, both academic and social. Inconsistency in performance over time and in selective attention are also significant characteristics.	A. Agree with adding this identification and definition. NO CONSENSUS B. Suggest the following changes: Some groups agreed with the identification and definition. However, there was not a general consensus within or between groups regarding this identification and definition. The major reason for the lack of consensus appeared to be 1) the inconsistency of diagnosis 2) the lack of clear guidelines within the definition regarding level of severity, alternative strategies, etc. It was suggested that the following clause be added to the definition: "the pupil's educational performance within the school setting is adversely affected." Questions that arose from the discussion around this identification included: 1) Would students who are functioning well in school settings, because of environmental or pharmacological factors, be deemed Exceptional? 2) Will the Ministry be increasing funding for this group of students? 3) What is meant in the definition by general or specific learning disabilities?

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
INTELLECTUAL Giftedness An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.	INTELLECTUAL Gifted An unusually advanced degree of general and/or specific intellectual ability, that requires differentiated learning experiences to satisfy the level of educational potential indicated.	A. Agree <u> x </u> B. Suggest the following changes: All agreed with the definition. It was suggested that the terms "depth" and "breadth" should be included in the definition.

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Educable Retardation A learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services; b) an inability to profit educationally within a regular class because of slow intellectual development; c) a potential for academic learning, independent social adjustment, and economic self-support. Trainable Retardation A severe learning disorder characterized by: a) an inability to profit from a special education program for the educable retarded because of slow intellectual development; b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; c) a limited potential for academic learning, independent social adjustment, and economic self-support.	Developmental Disability Varying degrees of general intellectual ability such that significant curriculum modification and support services for academic learning are required. Some students will also require support to develop social skills and independent living skills.	A. Agree <u>NO</u> B. Suggest the following changes: There were concerns from respondents that this category was too broad. Most groups felt that there should continue to be two exceptionalities (e.g. general learning disabilities and developmental disabilities).

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
PHYSICAL. Orthopaedic and/or Physical Handicap A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.	PHYSICAL Physical Disability An ongoing condition which restricts physical function and which requires accommodation and assistance to perform educational, physical, social, and other daily living activities.	A. Agree <u> x </u> B. Suggest the following changes:

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Visual Impairment A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely (i.e., limited vision, blind).	Blind and Low Vision Varying degrees of vision which interfere with progress in a regular educational program and result in the need for special materials, teaching strategies and equipment to facilitate communication.	A. Agree <u> x </u> B. Suggest the following changes:

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
MULTIPLE Multihandicap A combination of learning or other disorders, impairments, or physical handicaps, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or handicaps.	MULTIPLE Multiple Disability A combination of two or more of the following: pervasive developmental disorders, developmental disability, physical disability, deaf/hard-of-hearing, or blind/low vision that are of such a severity as to require significant modifications and different types of intensive special education programs and services.	A. Agree <u> x </u> B. Suggest the following changes: All groups except one agreed with the definition. There was concern about the inclusion of both PDD and developmental disability under "Multiple"

**DEFINITIONS NOT TO BE INCLUDED
IN THE LIST OF
CATEGORIES OF
EXCEPTIONALITIES AND DEFINITIONS**

Multiple Environmental Sensitivities

COMMENTS

- A. Agree that this definition should NOT be included ☐ x
- B. It should be included with the following wording:

Discussion:

The number of children identified to date as having this condition and who have been provided with special accommodation is quite small.

There is still no consensus regarding what constitutes "multiple environmental sensitivities". Some questions about this condition remain, for example:

- What should the appropriate qualifications of the person making the diagnosis or identification be?
- Is this a "medical" condition?
- Since at least 15% of the population has allergies, what threshold indicates *multiple* environmental sensitivities?
- Does identification of multiple environmental sensitivity assist educational professionals in determining the special education program or services which may be required?

Allergies, in themselves, may not necessitate special education programs or services, just as a student's use of a wheelchair in itself, may not indicate other educational interventions are required. It is felt that any educational accommodations which may be indicated by a student's allergies are addressed under other exceptionalities as defined in this document.

Project: [illegible]
Date: [illegible]

Page 1 of 1

Page 2 of 2

URBAN/MUNICIPAL
CAY ON HBL W 26
A 37
1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN MUNICIPAL

1996 06 11

JUN 25 1996

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mr. Bucsis; Trustees Bishop, Patenaude, Rogers and Stewart; Mesdames Barnes, Barr, Bramberger, Burns, Kappheim, Kerr Jaskiewicz, Oommen, Savelli and Simms-Obidi; Miss Dalziel; Messrs. Shields and Verticchio; Dr. Van der Spuy)

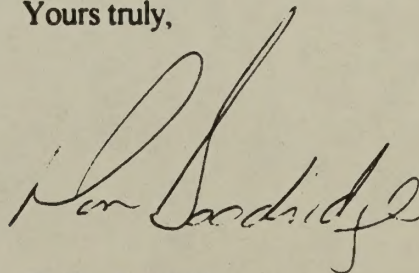
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1996 06 19 at 19:00 hours in the Lower Auditorium, at the Education Centre.**

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

cv

Attachment
Notice to all Trustees and Representatives

1971-1972

1973-1974

1975-1976

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1996 06 19

Location: Lower Auditorium

Confirmation of the minutes 1996 05 15 meeting.

7:00 - 7:10 p.m.	Remarks	- Chairman - Project Team Leader - Special Education - Superintendent
------------------	---------	---

GENERAL

7:10 - 7:20 p.m.	Presentation - Learning Disabilities Association	D. Bucsis
7:20 - 7:45 p.m.	Presentation -Transitional Work Experience Program Update	S. Holden
7:45 - 7:55 p.m.	BREAK	
7:55 - 8:20 p.m.	Organizational Updates	Members
8:20- 9:00 p.m.	Update re May/June I.P.R.C. Process	E. Bond/J. Tomlinson

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT
THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2274/2273

NEXT MEETING: WEDNESDAY, SEPTEMBER 18TH

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1995-1996

Chairman of S.E.A.C.
Bucsis, David

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Rogers, Canon Joseph
Stewart, Robert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Simms-Obidi, Theresa
Autism Ontario
Ham-Went. Chapter
H: 545-9643

Barnes, Sandy
Canadian National Institute
for the Blind
H: 574-4147

Savelli, Arlene
Children & Adults with
Attention Deficit Disorders
H: 574-0306

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Shields, Bryan
Hamilton Association for
Community Living
B: 528-0281
H: 385-1485

Burns, Linda
Hamilton Council for Home
and School Associations
H: 547-2063

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-4188

Dalziel, Nalda
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Bucsis, David
Learning Disabilities
Association, H-W Chapt.
B: 546-3866

ADDITIONAL MEMBERS OF S.E.A.C.:

Verticchio, Dominic
H-W Children's
Aid Society
B: 387-2872

Barr, Deborah
H-W Communication
Collective

Bramberger, Sue
H-W Home Care
Program
B: 523-8600

Van der Spuy, Dr. H.
Ontario Psychological
Association
B: 521-2100 Ext. 7299

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 2502

Tomlinson, Dr. Janice
Project Team Leader -
Special Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Collins, Eileen
Ham Principals' Assoc

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 2274 / 2273

O'Brien, Susan
Ham Sec Sch Princ Council

URBAN/MUNICIPAL
CAY ON HBL W26
A37
1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1996 06 18

URBAN MUNICIPAL

JUN 25 1996

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
OPERATIONS AND FINANCE COMMITTEE
(Trustees Hill, Desmarais, Lowe, MacDonald, Orban, Rogers and Stewart.)

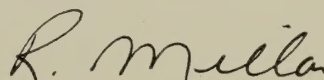
Ladies and Gentlemen:

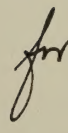
Please be advised that a Special Meeting of the Operations and Finance Committee has been scheduled for 19:00 hours [please note the time], Thursday, 1996 06 20, prior to the regular Board meeting.

An agenda package is attached.

Your attendance is requested.

Yours truly,



 D. W. Goodridge
Director of Education
and Secretary

cv

Notice sent to all trustees

1951-1952

1953-1954

**AGENDA
SPECIAL MEETING OF THE
OPERATIONS AND FINANCE COMMITTEE
1996 06 20**

GENERAL

NEW BUSINESS:

1. a) 1996 - 1997 School Year Calendar **Pages 1 and 23**
b) Holiday Schedule for the Education Centre,
Dundurn Building and Mountain/Lower City Offices and Schools for
1996-1997 School Year **Page 24**

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 10/15/2013 BY 60322
UCBAW

1. The following information was obtained from the
files of the Federal Bureau of Investigation (FBI) and
is being furnished to you for your information.
The information was obtained from the files of the
FBI and is being furnished to you for your information.

Date: 1996 06 20
To: Chairman and Members
 Operations and Finance Committee
From: School Year Calendar Committee
Re: 1996 - 97 School Year Calendar
Report: Information/Decision

Background

The School Year Calendar Committee convened initially 1996 03 05 to prepare 1996-97 School Year Calendars. The Committee made a number of recommendations dealing with the following: the number of instructional days in the school year, the first and last days of the school year, the first day of semester II and the placement of Professional Activity Days. (Appendix I)

The School Year Calendar Committee was comprised of the following members:

Judith Bishop	Trustee
Frank Cooke	Assistant Superintendent of Program
Marg Cunningham	Trustee
Marlene Gibson	Hamilton Council of Home and School Associations
Bill Kaye	O.S.S.T.F.
Brad Kuhn	H. P. A.
Ray Mulholland	Trustee
Lori Rez	Community Representative
Sylvia Scarrow	Human Resources
Joyce Schumacher	H.W.T.A.
Jeannine Stasiuk	Community Representative
Lee Swan	H.S.S.P.C.
Joyce Whittle	O.P.S.T.F.

The composition of the committee was designed to reflect community, trustee, federation, school administrators and Central Office interests.

The Ministry memorandum from Mariette Carrier-Fraser, Assistant Deputy Ministry, Elementary, Secondary, Post Secondary Operations and French Language Education served as the basis for establishing the opening and closing dates for the school year, the number of instructional days and the number of Professional Activity Days.

-2-

Wherever possible, in order to maximize savings, the dates of Professional Activity days for elementary and secondary schools have been aligned. As well, these dates have been co-ordinated with those selected by the Hamilton-Wentworth Roman Catholic Separate School Board.

Letters from community groups bringing to the Committees' attention special days and events were considered and where possible requests were accommodated.

Directions were given to secondary school administrators regarding a reduction in the traditional number of evaluation days and their appropriate use and assurances were received as to the appropriateness of the scheduling.

Issue

To determine Board approval for the proposed 1996-97 School Year Calendar.

Recommendation

That the 1996-97 School Year Calendars be approved

Rationale

Appendix I	Focus for Professional Activity Days
Appendix II	Ministry of Education and Training Memo
Appendix III	Proposed 1996-97 School Year Calendar

School Year Calendar 1996-97

FOCUS FOR PROFESSIONAL ACTIVITY DAYS

Professional Activity Days are included in the 1996-97 school year calendar to enable teachers to focus on a number of organizational and program interests.

The Professional Activity Days provide opportunities for the development and implementation of the School Plan. As well, they provide opportunities for junior, middle and secondary school staff to work together in the implementation process of program initiatives such as the Common Curriculum Grades 1 to 9.

The knowledge and skills acquired by principals and teachers through Professional Activity Days support the implementation of the initiatives delineated in the School Plan. Professional Activity Days provide an opportunity for staff to review and revise the School Plans, thereby ensuring that effective program and services are delivered.

The Common System-Wide Professional Activity Day provides teachers, clerical, custodial and educational assistant staff, opportunities to participate in a variety of staff development programs.

Elementary interview days provide opportunities for face-to-face sharing of information with parents/guardians regarding student progress and planning for future programming and placement.

The HTF, OSSTF and AEFO Professional Activity Days enable principals and teachers to keep abreast of policy developments and program initiatives that impact on professional performance, school organization and the effective delivery of programs and services to students in the classroom.

Turnaround days in secondary schools take place at the end of semester. Activities include report preparation, credit granting and promotion meetings. Decisions are made regarding the placement of exceptional students. Registrations are completed and adjustments are made in student timetables. Textbooks are returned and reissued for the second semester. Opportunities are available for adjustments to be made to the School Plan.

Year End Professional Activity Days in elementary and secondary schools focus on administrative matters related to planning, placements, promotions, reporting and commencement. School committees meet to evaluate school policies such as the discipline code, health and safety procedures etc. Divisional teams and department members meet to review and revise curriculum materials and assessment practices. Administrators complete individual teacher evaluation.



School Year Calendar 1996-97

GENERAL OUTLINE OF PROPOSED ACTIVITIES

Elementary

September	In-School Planning/Interface	Friday, September 27
November	In-School Planning	Friday, November 1
November	Interviews	Friday, November 29
January	In-School Planning/Interface	Monday, January 27
February	Program Day	Friday, February 21
March	Interviews / In-School Planning	Friday, March 27
May	Federation Day	Friday, May 9
June	Interviews	Monday, June 9
June	In-School Planning	Friday, June 27



School Year Calendar 1996-97

GENERAL OUTLINE OF PROPOSED ACTIVITIES

Elementary (Alternative)

September	In-School Planning/Interface	Friday, September 27
November	In-School Planning	Friday, November 1
November	Interviews	Friday, November 29
March	Federation Day	Monday, March 17
March	Program Day	Tuesday, March 18
March	In-School Planning	Wednesday, March 19
March	In-School Planning	Thursday, March 20
March	Interviews	Friday, March 21
June	In-School Planning	Friday, June 27



School Year Calendar 1996-97

GENERAL OUTLINE OF PROPOSED ACTIVITIES

Secondary

		Teaching Days	Evaluation Days	P.A. Days	Total School Days
Semester I -	Begins September 3 Ends January 28	87	5 - 6	2 - 3	95
Semester II -	Begins January 29 Ends June 27	87	6 - 7	6 - 7	100

TOTAL	186 Instructional Days	9	195
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* * * * *

September	In-school Planning/Interface	Friday, September 27, 1996
January	Turnaround/Interface	Monday &/or Tuesday, January 27 &/or 28
February	Program Day	Friday, February 21
May	Federation Day	Friday, May 9
June	Year End	Between Monday, June 23 & Friday, June 27



Ministry
of Education
and Training

Ministère
de l'Éducation
et de la Formation

Mowat Block
900 Bay St
Toronto ON M7A 1L2

Édifice Mowat
900 rue Bay
Toronto ON M7A 1L2

22nd Floor
(416) 325-2132

22^e étage
(416) 325-2132

MEMORANDUM TO: Directors of Education

FROM: Mariette Carrier-Fraser

DATE: January 22, 1996

SUBJECT: School Year Calendar 1996-97

I am pleased to enclose several copies of the 1996-97 forms for the annual preparation of school calendars. School boards are requested to submit to the appropriate regional office of this ministry, the school year calendars for the 1996-97 school year.

In preparing your submission, school boards are advised of the following:

1. Regulation 304 provides that school boards are required to prepare, adopt and submit to the Minister on or before the first day of May, the school year calendar(s) to be followed in the schools in their jurisdiction for the subsequent school year.
2. Subsection 5(1) of the regulation provides that where a school board wishes to adopt a school year calendar that is different from the requirements in section 2 of the regulation, the board shall, on or before the first day of March preceding the school year, submit the proposed calendar to the Minister for approval.
3. Subsection 4(3) states that a school calendar shall be accompanied by a general outline of the activities to be conducted on the professional activity days identified on the calendar.
4. For the school year calendar 1996-97, there are 196 potential school days from September 1, 1996 - June 30, 1997. School boards are required to identify a minimum of 194 school days of which there are at least 185 instructional days and no more than 9 professional activity days.

.../2

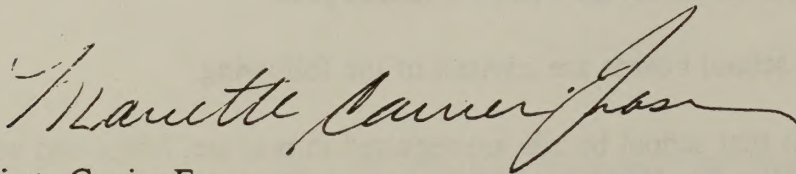
- 2 -

School boards requesting permission to use modified school year calendars for a school or schools within their jurisdiction are requested to submit a report which describes the decision making process that has occurred at the school board level and shows that the following matters have been satisfied:

1. Consultation with constituent stakeholders including parents, local branch affiliates of teachers' federations, unions, ratepayers and other members of the community;
2. consultations with all coterminous and neighbouring school boards; and
3. the motion indicating that the modified school year calendar has been approved by the school board.

If the requested modification is significant (i.e. other than ordinary) I would ask that you consult with the appropriate regional office of the Ministry of Education and Training prior to submitting a request for approval.

If you have any questions with respect to these policies and procedures, please contact the appropriate regional office person on the attached sheet.



Mariette Carrier-Fraser
Assistant Deputy Minister
Elementary, Secondary, Postsecondary
Operations and French Language Education

Enclosures

cc. Regional Directors of Education

School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON
School
ALL ELEMENTARY SCHOOLS
Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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September	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97

☒ Elementary ☐ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON
School
ALL ELEMENTARY SCHOOLS (ALTERNATIVE CALENDAR)
Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week	2nd Week	3rd Week	4th Week	5th Week
September	1	19	0	M T W T F 2 3 4 5 6 H	M T W T F 9 10 11 12 13 H	M T W T F 16 17 18 19 20 H	M T W T F 23 24 25 26 27 PA	M T W T F 30
October	0	22	0	M T W T F 1 2 3 4 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
November	2	19	0	M T W T F PA 1 2 3 4 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31 PA
December	0	15	0	M T W T F 2 3 4 5 6 H	M T W T F 9 10 11 12 13 H	M T W T F 16 17 18 19 20 H	M T W T F 23 24 25 26 27 H	M T W T F 30 31
January	0	20	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
February	0	20	0	M T W T F 3 4 5 6 7 H	M T W T F 10 11 12 13 14 H	M T W T F 17 18 19 20 21 H	M T W T F 24 25 26 27 28 H	M T W T F 31
March	5	9	0	M T W T F 3 4 5 6 7 H	M T W T F 10 11 12 13 14 H	M T W T F 17 18 19 20 21 H	M T W T F 24 25 26 27 28 H	M T W T F 31
April	0	22	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30
May	0	21	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30
June	1	19	0	M T W T F 2 3 4 5 6 H	M T W T F 9 10 11 12 13 H	M T W T F 16 17 18 19 20 H	M T W T F 23 24 25 26 27 H	M T W T F 30 31 PA
Total	9	186	0					

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday
E - Scheduled Examination Day
P - Professional Activity Day

☒ Half Day

School Board

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School

BARTON SECONDARY SCHOOL

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week	2nd Week	3rd Week	4th Week	5th Week
September	1	19	0	M T W T F 2 3 4 5 6 H	M T W T F 9 10 11 12 13	M T W T F 16 17 18 19 20	M T W T F 23 24 25 26 27 PA	M T W T F 30
October	0	22	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
November	0	19	2	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
December	0	15	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
January	2	15	3	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
February	1	19	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
March	0	14	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
April	0	19	3	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
May	1	20	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
June	4	12	4	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12	M T W T F 15 16 17 18 19	M T W T F 22 23 24 25 26	M T W T F 29 30 31
Total	9	174	12					

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

**School Year Calendar
1996 - 97**

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON
School
DELTA SECONDARY SCHOOL
Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
September	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
				H																			PA															
October	0	22	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31											
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November	0	20	1					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29										
										E																												
December	0	15	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31													
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January	2	13	5		1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31											
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February	1	19	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28															
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March	0	14	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31														
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April	0	21	1	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30													
May	1	20	0																																			
June	4	11	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
Total	9	174	12												E	E	E	E	E	PA	PA	PA	PA															

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97

School Board

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School

GLENDALE SECONDARY SCHOOL

Approved by (signature of Board Officer)

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
October	0	22	0	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31												
November	0	19	2					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29										
December	0	15	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31													
January	2	15	3																																			
February	1	19	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28															
March	0	14	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28															
April	0	19	3																																			
May	1	20	0																																			
June	4	12	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
Total	9	174	12																																			

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday
E - Scheduled Examination Day
P - Professional Activity Day
H - Half Day

School Board

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

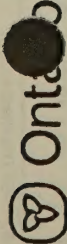
School

HILL PARK SECONDARY SCHOOL

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.



Ministry of Education
and Training

School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory
School
Holiday

E - Scheduled
Examination
Day

P - Professional
Activity
Day

☒ Half
Day

School

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
MOUNTAIN SECONDARY SCHOOL

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
October	0	22	0																																			
November	0	19	2																																			
December	0	15	0																																			
January	1	15	4																																			
February	1	19	0																																			
March	0	14	0																																			
April	0	20	2																																			
May	1	20	0																																			
June	5	11	4																																			
Total	9	174	12																																			

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON
School
PARKVIEW SECONDARY SCHOOL
Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week	2nd Week	3rd Week	4th Week	5th Week
September	1	19	0	M T W T F 2 3 4 5 6 H	M T W T F 9 10 11 12 13 H	M T W T F 16 17 18 19 20 H	M T W T F 23 24 25 26 27 PA	M T W T F 30
October	0	22	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
November	0	19	2	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 E E	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
December	0	15	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
January	2	15	3	M T W T F 1 2 3 4 5 H H H H	M T W T F 8 9 10 11 12 H H H H	M T W T F 15 16 17 18 19 H H H H	M T W T F 22 23 24 25 26 H H H H	M T W T F 29 30 31
February	1	19	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
March	0	14	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
April	0	19	3	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
May	1	20	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
June	4	12	4	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
Total	9	174	12					

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday
E - Scheduled Examination Day
P - Professional Activity Day

☒ Half Day

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON
School
SCOTT PARK SECONDARY SCHOOL
Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School

SHERWOOD SECONDARY SCHOOL

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
October	0	22	0																																			
November	0	19	2																																			
December	0	15	0																																			
January	2	14	4																																			
February	1	19	0																																			
March	0	14	0																																			
April	0	20	2																																			
May	1	20	0																																			
June	4	12	4																																			
Total	9	174	12																																			

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School and
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
SIR ALLAN MACNAB SECONDARY SCHOOL
Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
September	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97

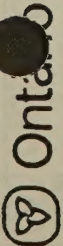
☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON
School
SIR JOHN A. MACDONALD SECONDARY SCHOOL
Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week	2nd Week	3rd Week	4th Week	5th Week
September	1	19	0	M T W T F 2 3 4 5 6 H	M T W T F 9 10 11 12 13 H	M T W T F 16 17 18 19 20 H	M T W T F 23 24 25 26 27 PA	M T W T F 30
October	0	22	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
November	0	19	2	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
December	0	15	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
January	1	16	3	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
February	1	19	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
March	0	14	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
April	0	19	3	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
May	1	20	0	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
June	5	11	4	M T W T F 1 2 3 4 5 H	M T W T F 8 9 10 11 12 H	M T W T F 15 16 17 18 19 H	M T W T F 22 23 24 25 26 H	M T W T F 29 30 31
Total	9	174	12					

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be completed of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.



Ministry of Education
and Training

School Year Calendar 1996 - 97

☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday
E - Scheduled Examination Day
P - Professional Activity Day
Half Day

School Board

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School

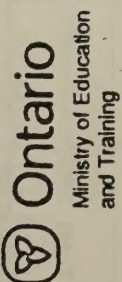
SIR WINSTON CHURCHILL SECONDARY SCHOOL

Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
October	0	22	0						7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31											
November	1	18	2					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29										
December	0	15	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31													
January	1	15	4																																			
February	1	19	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28															
March	0	14	0																																			
April	1	19	2																																			
May	1	20	0																																			
June	3	13	4	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
Total	9	174	12																																			

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

School Year Calendar 1996 - 97


☐ Elementary ☒ Secondary

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

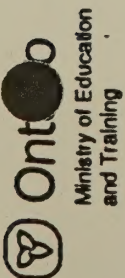
School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
WESTDALE SECONDARY SCHOOL
Approved by (signature of Board Officer)

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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School Year Calendar 1996 - 97



School

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School

WESTMOUNT SECONDARY SCHOOL

☐ Elementary ☒ Secondary

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day ☒ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	1	19	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30														
October	0	22	0																																			
November	0	20	1																																			
December	0	15	0																																			
January	2	13	5																																			
February	1	19	0																																			
March	0	14	0																																			
April	0	21	1																																			
May	1	20	0																																			
June	4	11	5																																			
Total	9	174	12																																			

Note: The Regular School Year Calendar 1996-97 provides a total of 196 school days to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 2 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

HOLIDAY SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, MOUNTAIN/LOWER CITY OFFICES AND SCHOOLS FOR THE 1996-1997 SCHOOL YEAR

.....

Monday, September 2, 1996	- Labour Day
Monday, October 14, 1996	- Thanksgiving Day
Tuesday, December 24, 1996	- To Be Determined
Wednesday, December 25, 1996	- Christmas Day
Thursday, December 26, 1996	- Boxing Day
Tuesday, December 31, 1996	- To Be Determined
Wednesday, January 1, 1997	- New Year's Day
Friday, March 28, 1997	- Good Friday
Monday, March 31, 1997	- Easter Monday
Monday, May 19, 1997	- Victoria Day
Tuesday, July 1, 1997	- Canada Day
Monday, August 4, 1997	- Civic Day

HOLODAY SCHEDULE FOR THE EDUCATION CENTER BUILDING MONDAY THROUGH FRIDAY OFFICE AND SCHOOLS FOR THE 1994-1995 SCHOOL YEAR

THE FOLLOWING SCHEDULE IS SUBJECT TO CHANGE WITHOUT NOTICE. PLEASE CHECK THE SCHEDULE FOR ANY CHANGES.

Monday	8:00 AM - 5:00 PM
Tuesday	8:00 AM - 5:00 PM
Wednesday	8:00 AM - 5:00 PM
Thursday	8:00 AM - 5:00 PM
Friday	8:00 AM - 5:00 PM
Saturday	8:00 AM - 5:00 PM
Sunday	8:00 AM - 5:00 PM
Monday	8:00 AM - 5:00 PM
Tuesday	8:00 AM - 5:00 PM
Wednesday	8:00 AM - 5:00 PM
Thursday	8:00 AM - 5:00 PM
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Saturday	8:00 AM - 5:00 PM
Sunday	8:00 AM - 5:00 PM
Monday	8:00 AM - 5:00 PM
Tuesday	8:00 AM - 5:00 PM
Wednesday	8:00 AM - 5:00 PM
Thursday	8:00 AM - 5:00 PM
Friday	8:00 AM - 5:00 PM
Saturday	8:00 AM - 5:00 PM
Sunday	8:00 AM - 5:00 PM

URBAN\MUNICIPAL
CA4 ON HBL W26
A37
1996

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN MUNICIPAL

1996 11 12

NOV 19 1996

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mr. Bucsis; Trustees Bishop, Patenaude, Rogers and Stewart; Mesdames ~~Barnes~~ Batay, Bramberger, Burns, Dalziel, Kappheim, Kerr Jaskiewicz, Oommen, Savelli and Simms-Obidi; Messrs. Hunt, Shields and Verticchio)

Ladies and Gentlemen:

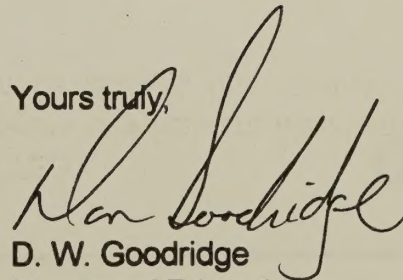
A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1996 11 20 at 19:00 hours.

Parking is not available at the Education Centre due to the Grey Cup celebrations; therefore, this meeting will be held at Memorial School (see directions attached).

An Agenda is attached.

Your attendance is requested.

Yours truly,


D. W. Goodridge
Director of Education
and Secretary

rt

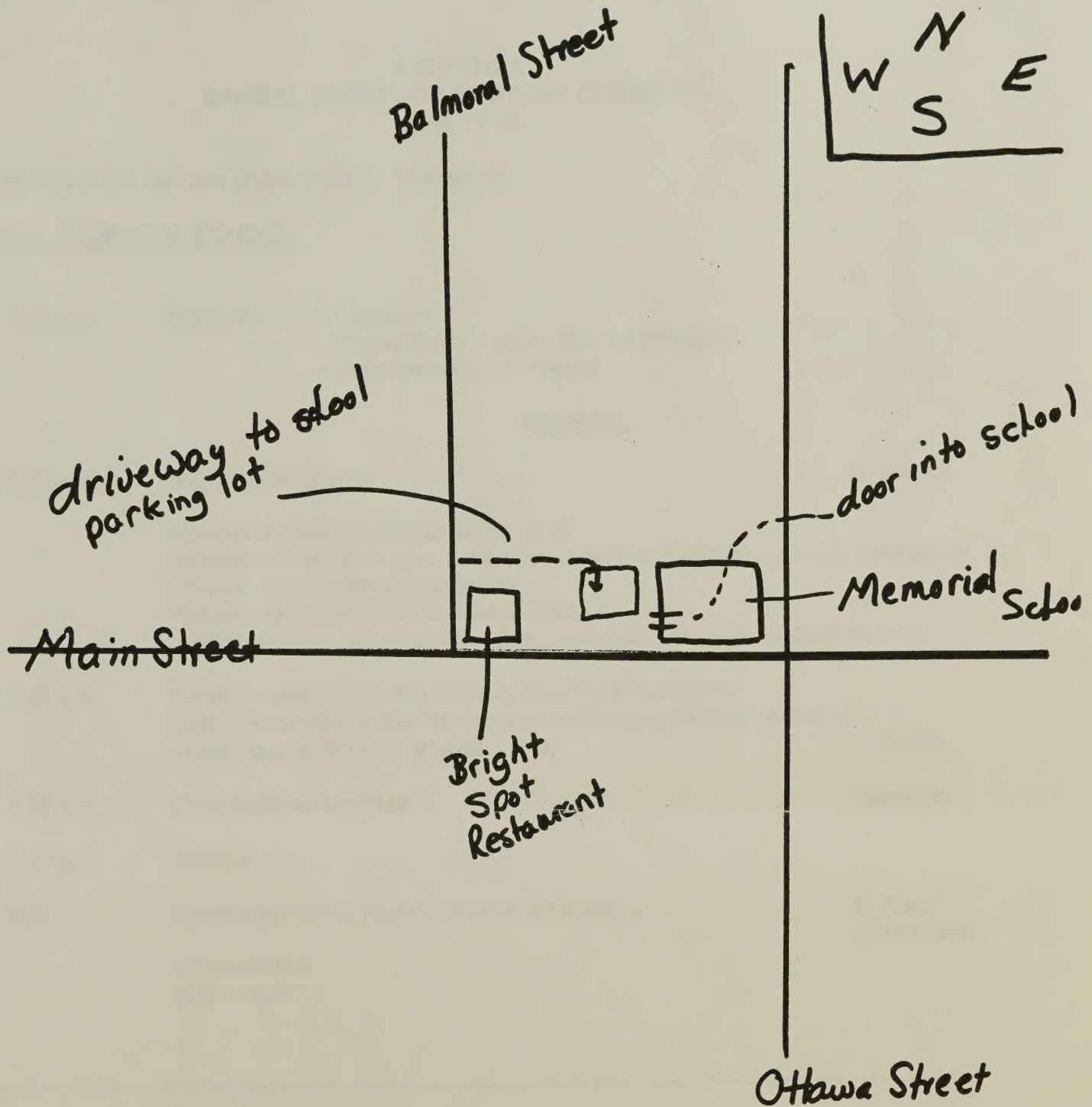
Encls.

Notice to all Trustees and Representatives

RECEIVED

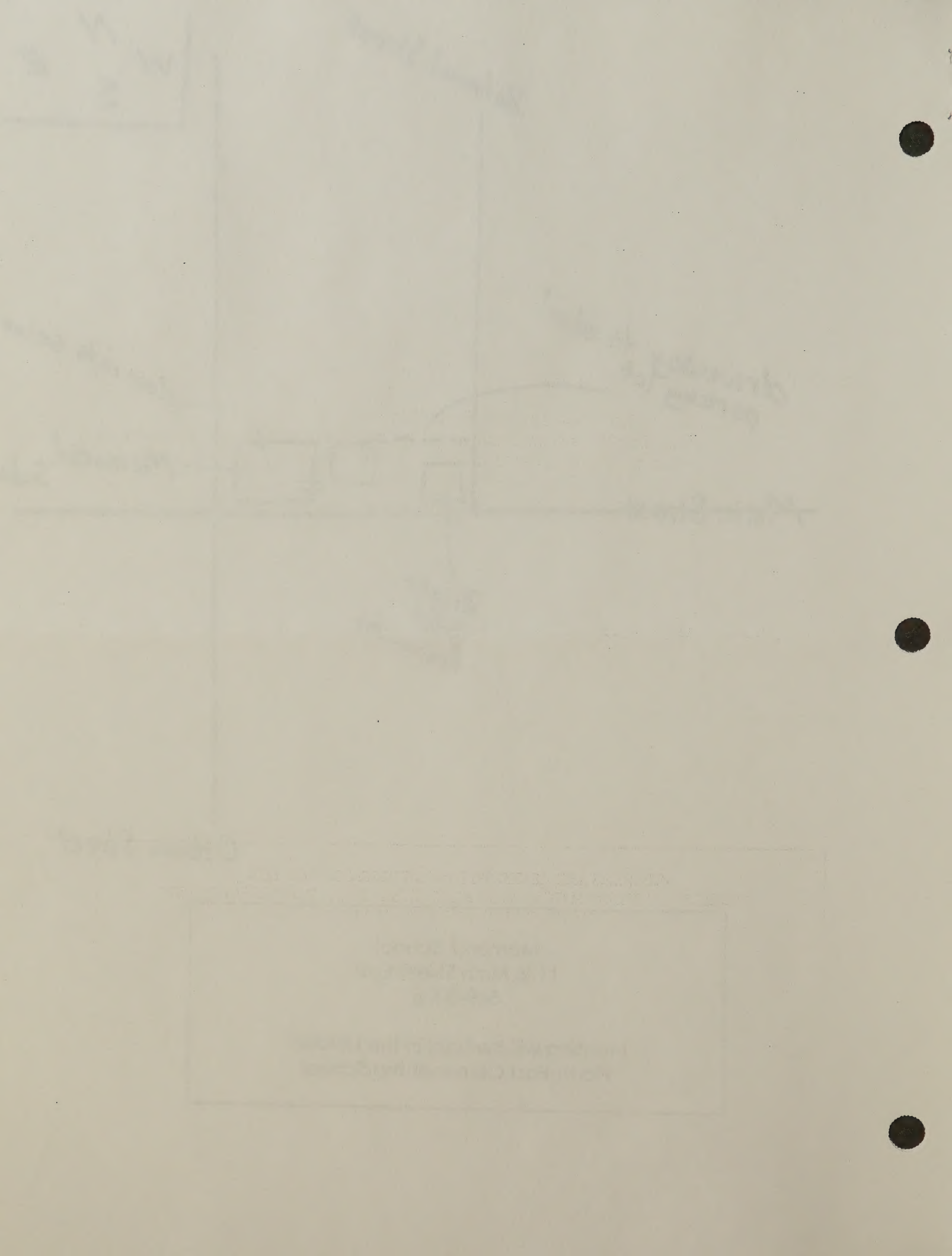
NOV 19 1966

RECEIVED DOCUMENTS



Memorial School
1175 Main Street East
549-3095

Meeting will be held in the LIBRARY
North-East Corner of the School



A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1996 11 20

Confirmation of the minutes of the 1996 09 18 meeting.

Location: MEMORIAL SCHOOL

7:00 - 7:05 p.m.	Remarks	- Chairman - Project Team Leader - Special Education - Superintendent of Program
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GENERAL

7:05 - 7:10 p.m.	Membership Update	D. Bucsis
	▪Canadian National Institute for the Blind ▪Hamilton-Wentworth Communication Collective [S. Batay - new representative] ▪Ontario Psychological Association ▪Ontario Association for Families of Children with Communication Disorders [new Association; T. Hunt - representative]	
7:10 - 7:15 p.m.	Correspondence from the Sudbury Board of Education re Cuts to Education at the Provincial Level Affecting Special Education at the Classroom Level [Pages 1 to 3]	D. Bucsis
7:15 - 7:35 p.m.	Organizational Updates	Members
7:35 - 7:40 p.m.	BREAK	
7:40 - 9:00	Secondary School Reform: Proposed Changes	E. Bond/ J. Tomlinson
	▪Presentation ▪Discussion	

MEMBERS ARE ASKED TO BRING THEIR COPY OF THE
"EXCELLENCE IN EDUCATION: HIGH SCHOOL REFORM, A DISCUSSION PAPER"
DOCUMENT [ATTACHED TO THE 1996 10 16 SEAC AGENDA]
TO THE MEETING.

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT
THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2273/2274

NEXT MEETING DATE: WEDNESDAY, DECEMBER 18, 1996

**SPECIAL EDUCATION ADVISORY
COMMITTEE
MEMBERSHIP 1996-1997**

Chairman of S.E.A.C.

Bucsis, David

Elected Officials of the Board

**Bishop, Judith
Patenaude, Marie**

**Rogers, Canon Joseph
Stewart, Robert**

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

**Kappheim, Arlene
Association for
Bright Children
H: 385-3839**

**Simms-Obidi, Theresa
Autism Ontario
Ham-Went. Chapter
H: 545-9843**

**~~Barnes, Sandy~~
Cdn. National Institute
for the Blind
H: 574-4147**

**Savelli, Arlene
Children & Adults with
Attention Deficit Disorders
H: 574-0306**

**Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311**

**Shields, Bryan
Hamilton Association for
Community Living
B: 528-0281
H: 385-1485**

**Burns, Linda
Hamilton Council for Home
and School Associations
H: 547-2063**

**Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-4188**

**Dalziel, Nalda
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413**

**Bucsis, David
Learning Disabilities
Association, H-W Chapt.
B: 546-3866**

ADDITIONAL MEMBERS OF S.E.A.C.:

**Verticchio, Dominic
H-W Children's
Aid Society
B: 387-1159**

**Sandy Batay
H-W Communication
Collective
H: 5754259**

**Bramberger, Sue
H-W Home Care
Program
B: 523-8600 Ext 360**

**Hunt, Thomas
Ontario Association for
Families of Children
with Communication
Disorders
H: 529-7845**

**Ontario Psychological
Association
B:**

COMMUNITY RESOURCE PERSON(S):

**Chedoke-McMaster Hospitals
B: 521-2100**

BOARD OFFICIALS AND REPRESENTATIVES

**Bond, Elizabeth
Superintendent. of Program
B: 527-5092 Ext 2502**

**Tomlinson, Dr. Janice
Project Team Leader -
Special Education
B: 527-5092 Ext. 2340**

**Hutchinson, Pat
Ham Teachers' Fed.**

**Collins, Eileen
Ham Principals' Assoc**

**Teodoro, Chit
Recording Secretary - Minute Room
527-5092 [Ext. 2273 / 2274]**

**O'Brien, Susan
Ham Sec School
Principals' Council**



**The Sudbury Board
of Education**

**Conseil de l'éducation
de Sudbury**

September 19, 1996

TO: Chairs of Boards of Education
and Chairs of SEACs

Our Special Education Advisory Committee of the English-language Section of The Board of Education is asking that you forward your endorsement of this letter to the Minister of Education, or that you prepare a similar letter to send to the Minister regarding Special Education.

In addition to the letter, we are asking that you prepare a scenario of one student within your board whose needs are not being met due to cutbacks to Special Education.

Yours very truly,

Deborah Allison
Chair, SEAC

Joyce Laking
Chair, English-language Section

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

RECEIVED
JAN 10 1960

TO THE DIRECTOR
FROM THE DEPARTMENT OF CHEMISTRY

RE: [illegible]

Very truly yours,
[illegible signature]



September 19, 1996

The Honourable John Snobelen
Minister of Education
Ministry of Education and Training
900 Bay Street, 22nd Floor
Toronto ON M7A 1L2

Dear Mr. Snobelen:

Re: Cuts to Education at the Provincial Level Affecting Special Education at the
Classroom Level.

The Special Education legislation, initiated by the Conservative government in 1985, states that:

The Minister shall ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and special education services without payment of fees by parents or guardians resident in Ontario, and shall provide for the parents or guardians to appeal the appropriateness of the special education placement...

Education Act S. 8(3)

The reduced funding to Boards of Education in this province has resulted in significant cuts to programs and services to exceptional students. Boards of Education have found themselves in the unfortunate position of having very few options in which to reduce costs, with the result that special education programs and services, mandated under the Education Act, are being dramatically reduced.

You have recently stated that your government's objective is to achieve quality education through a more efficient and cost effective system, and that you will ensure that all children in Ontario have equal access through greater equity in the funding of our schools. In order to ensure that all children in the province are receiving special education and services in a fair and equitable manner, we have the following recommendations:

1. That your Ministry outline quality indicators and provincial standards for special education.
2. That dedicated funding for special education be provided to Boards so that the needs of students will be met in accordance with the Education Act.
3. That a commission be established to review the present state of special education in the province of Ontario including a) the effects of reductions in transfers to school boards on special education programs, services, resources, students, and parents; and b) the effectiveness of the interministerial and interagency collaboration between boards and their various community partners.

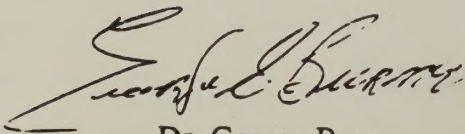
Hon. John Snobelen
Minister of Education

Page 2

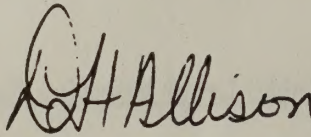
In the short term, with significant changes expected in financing education in this province, we ask that the recommendation regarding dedicated funding for special education be addressed immediately.

Our SEAC is committed to working with Ministry officials to assist in implementing these recommendations.

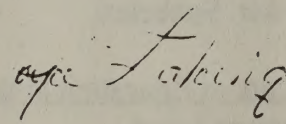
Yours very truly,



Dr. George Burns
Chair, Subcommittee



Deborah Allison
Chair, SEAC



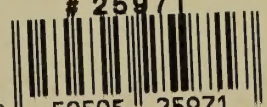
Joyce Laking
Chair, English-language Section



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